

Curriculum for Grade III

(Age 8 – 9)

I. General Learning Outcomes for Listening and Speaking

By the end of Grade III students should be able to apply all the learning outcomes listed for listening and speaking at the Grade II level. In addition, the Grade III student should be able to:

1. listen to develop an appreciation for the beauty and power of language
2. listen to follow the chronology or sequence of events in an oral report
3. listen to determine the level of formality in a given oral presentation to evaluate its appropriateness for the context, audience and situation / occasion
4. listen to determine links and connections between events reported in oral discourse
5. listen to distinguish between literal and implied meanings
6. listen to a variety of multicultural materials to gain a deeper understanding of other cultures
7. listen and speak to evaluate concepts in a range of cross curricular contexts and in general
8. speak politely and courteously in conversational exchanges in and out of school
9. use school language for a variety of oral language purposes and activities in the classroom
10. present ideas in a logical, appropriate sequence in an oral presentation
11. vary level of formality appropriately according to audience, context and situation.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade III students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
I. Listening and Speaking			
<p>A. Interpersonal Communication</p> <p>A – 1. Communicating to interact socially.</p>	<ol style="list-style-type: none"> 1. apply the learning outcomes listed for this domain at the Grade II level 2. listen to discern the purpose and meaning of a speaker’s message in a conversation 3. listen attentively to respond appropriately in a conversation 4. initiate and sustain conversation on different topics 5. adjust listening strategies according to varying purposes and goals 6. use polite, appropriate tone and courteous expressions in conversations both in and out of the classroom 7. vary level of formality according to audience / interlocutor (other person in conversational exchange), context and situation 8. use appropriate strategies for opening and closing (formal) conversations 9. use kinesthetic, facial and paralinguistic clues (i.e. voice quality, pitch, loudness, tone 	<p>§ Have students listen to a recorded dialogue to determine the purpose. Begin with a pre-listening activity that orients students to the topic in a general way. Use queries / stimuli that get students to use their background knowledge to discuss the topic.</p> <p>§ Use dialogues about a number of subjects, including those related to subjects across the curriculum. For example, speakers could be discussing a topic about the environment or tourism or a sports event e.g. the cricket test series, or World Cup football. Select a variety of topics that will be of interest to boys and girls. Have students exchange ideas about the views expressed in the dialogues.</p> <p>§ Set purposes for listening so that students will use various strategies to get the information needed. For example, ask them to listen for a specific bit of information. This means they have to listen selectively. Do not set several purposes at one sitting.</p> <p>§ Prepare charts with some of the listening information included. During listening students must complete the chart / or list as the case may be.</p> <p>§ Use the recorded dialogue to have students pay attention to the structure of the conversation, for example the routines that the</p>	<p>§ Pre-recorded tapes dealing with a variety of topics of relevance and interest to the students in Grades III and IV. Teacher can select topics in collaboration with other teachers, write the dialogue and record it. In creating the dialogue do not have speakers state the purpose of their discussion. Students will have to figure this out as part of the listening task.</p> <p>§ A tape recorder and blank tapes for recording the dialogues. The tapes can become part of the bank of audio resources that can be used for Grades III and higher.</p> <p>§ Prepared lists / charts that are tailored to the objectives of the task. These should be designed to help students process the information during the listening tasks.</p> <p>§ Pre-recorded tapes in which speakers’ language is punctuated by hesitations, false starts etc. Have students</p>

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	<p>etc.) to determine speaker meaning</p> <p>10. take turns appropriately in conversations</p> <p>11. listen for and speak to express conventional routines such as greeting, apologizing, inviting, requesting</p> <p>12. indicate comprehension or lack of it both verbally and non-verbally</p>	<p>speakers use for greeting, leave-taking, avoiding further discussion of a topic etc. Follow up with discussion about the subject matter and the focus of the listening task.</p> <p>§ Simulate activities in which students would have to interact with different people, e.g. a clerk in a post office or store, a policeman, a minister of religion. Focus on ways of addressing others of seniority etc. You could use recorded materials before as examples that you discuss with the students.</p> <p>§ Prepare a set of cards with cue words that focus on different topics on one side and a selection of three or four situations on the other side. First have students listen to sample dialogues that might occur in different situations (e.g. with someone familiar, with an older person, with a new acquaintance etc.) Have students work in pairs to engage in dialogues using the information on the cue cards as prompts. Have them work through one situation at a time. Monitor students' use of language in the selected situation as well as paralinguistic features such as tone etc. Let one or two pairs do the exercise in front of the class and let the other students observe the interaction and the use of language. Provide them with a checklist of behaviours to look for. Let the class have general practice afterwards. Monitor what the students are doing.</p>	<p>focus on reconstructing the message.</p> <p>§ 3 x 3 cards for writing cue words and situations [have pairs of the same card so two students can practice using the same stimuli]</p> <p>§ Topics from subjects across the curriculum that students have been / are working on to include for discussion / conversations [in pairs] on cue cards.</p> <p>§ A good and varied selection of literary material, including folk songs, ballads, calypso which use interesting and figurative language, or which use words in an unusual way</p> <p>§ Cards outlining different situations/ scenarios [one situation scenario to a card] that form the basis for pairs to role play, using the appropriate language; e.g. situations involving places and people in the community / everyday life – post office, market, restaurant etc.</p>

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		<p>§ The foregoing exercise can be varied to accommodate a number of different purposes, including having students discuss topics from other subject areas as a means of communicating with each other about topics, using school language to do so. It is also a good way to monitor informally what /how much students know about a particular topic that was covered in another subject area. Give feedback. Vary the subject matter for conversations on the cards; e.g. do not put all topics from Social Studies on one card. Have some light, everyday topics as well so students can adjust language, tone, etc.</p> <p>§ Other domains in the language arts as well as other subjects across the curriculum can provide rich material that can be used as stimuli in conversations. Integrate activities to give students a sense of the connectedness of certain subjects / topics. Use the strategies for understanding and expression in language arts in other subjects. For example, a listening task can preface discussion of topics in Social Studies and Science.</p> <p>§ Use mapped dialogues, i.e. work out the scenario for an invitation set out in stages. Student A invites Student B to go to the cinema; Student B declines [with a reason OR without a reason – you can vary the instructions to allow for practice with</p>	<p>§ Bristol board, pens, pencils, scissors etc. for cutting cue cards.</p> <p>§ Stencils for lettering [link with penmanship practice by having students work on the cards during art and craft sessions].</p> <p>§ 3 x 5 blank cards for preparing mapped dialogues. Prepare different versions of dialogues for invitations, requesting, apologizing etc.</p> <p>§ Refer also to the resources listed for the Grades I and II. Select and adapt as appropriate for Grades III and IV.</p>

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		<p>accepting or declining]. Student A follows up with a suggestion for doing something else; Student B agrees [or disagrees, giving a reason or not – again you can vary - Student A follows up with a date, time and place; Student B confirms. This activity can be modified to suit different situations and scenarios. List the functions of the interaction on a card for Student A and Student B. Both students must have cards with the same information. Indicate the order in which each speaker comments / reacts (i.e. of comment and response). You should model this dialogue with students to show how the exchange / turn-taking is worked out. Set up pair work for practice afterwards.</p> <p>§ The foregoing activity can be linked with a writing task or a drama task in which students are asked to role play a scenario based on a situation. In this case they make up the dialogue. They can then write out the dialogue after the class has had an opportunity to discuss and offer feedback. The students' dialogue can be incorporated into the resources used for these listening activities.</p>	
A – 2 Communicating to give and to get information	<p>13. listen to determine the gist of a message</p> <p>14. listen to follow the sequence of events in a report given by a speaker</p> <p>15. listen to follow directions</p>	<p>§ Select a suitable text (dialogue, short report, simple speech); make up three or four statements that represent some aspect of the subject matter that the text deals with but let only one statement reflect accurately the gist of the message. Write out the statements on the board or on a flip chart or have them</p>	<p>§ Use different text types. Select texts from different genres and different areas across the curriculum (e.g. dialogues, drama, poems).</p> <p>§ Visitors to the classroom to</p>

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	<p>16. follow the instructions given orally by someone on how to make or to do something</p> <p>17. listen to a short speech or report and then give a summary of the main points</p> <p>18. give someone directions on how to get from one place to another</p> <p>19. give instructions to explain how to perform a task</p> <p>20. listen to a short text to determine the topic and say how it was developed</p>	<p>printed out on a worksheet for the students. Let students listen to determine which statement represents the gist of the text. Follow with discussion about their selections – why they selected particular statements. Replay the selection for verification and further discussion if necessary.</p> <p>§ As a pre-listening task focus on the use of linking words in a short selection which students may have read before, or make up an appropriate selection. Focus on the use of words like: <i>first, then, second, after, next, finally</i>, as well as the repetition of phrases that link particular ideas in the text and one part of the text to the next. Talk with students about the functions of the linking words in the text as well as the relationships that they show. Tell students that they will hear these words in the selection they will listen to. Ask them to use the words as clues to determine the sequence of events described in the selection. Follow-up with discussion and a second chance at listening for verification of responses.</p> <p>§ Have a jumbled (out of sequence) set of sentences on a page. Ask students to listen to the selected text and as they listen they must put the sentences in the order / sequence that the events are presented in the text. Use numbered sentences</p>	<p>§ speak about subjects on which they are experts.</p> <p>§ Charts with sample sentences (and short text) that illustrate the way in which linking words and cohesive devices are used.</p> <p>§ Blank street maps (real and imagined) that students can fill in for purposes of giving and asking for directions.</p> <p>§ Tapes with a variety of pre-recorded materials for use in selected activities described in column 2.</p> <p>§ A radio for tuning in to an interview with an important individual in the community. Or pre-recorded interviews (for replay on the tape recorder) that deal with subjects of relevance and interest to third and fourth graders.</p>

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		<p>§ Have students work in small groups or in pairs to create / draw maps of well-known or imagined places. Use the maps to make up situations that will involve someone giving directions and another to follow by tracing the route on the map. Print the directions on one card only. One student reads out the directions while the other listens and follows them by tracing the route.</p> <p>§ Make up cards with situations / scenarios on them; e.g. Mrs. Jones promised to meet Mr. Jones in front of the Gaiety Cinema after work. Mr. Jones has to travel across town to get there and he isn't sure where the cinema is or how to get there. (a) Mrs. Jones gives him directions for the shortest route he can take. Or (b) Mrs. Jones wants him to stop at the supermarket on his way there so she gives him directions for a route which takes him to the supermarket first. Let students work in pairs; each has a map [see foregoing activity]. One student gives directions orally and another uses a pencil and marks the routes (a / b) with arrows. The student giving the directions can have some time to write them down beforehand. Check directions and routes at the end of the exercise.</p> <p>§ The task above can also be developed as a game with teams. Teams take turns to make up directions. Points are given for accuracy of directions and for accuracy of following.</p>	

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		<p>Each team has to have a turn at listening and doing. Points are added up at the end to determine the winner.</p> <p>§ Invite visitors to the classroom to speak to the students about subjects on which they are experts. Use these visits as the basis for integrating activities within the language arts as well as integrating across the curriculum. For example, students can write out the letter of invitation to the visitor. Each student can write a letter; afterwards whole class can work jointly with teacher to prepare a class letter that will be sent out. Incorporate process approaches get students to produce a good final draft. Before the visit, select reading materials that focus on the subject that the visitor will talk about. Students can work in small groups to formulate questions they would like to ask. Additional listening and speaking practice can be incorporated through role playing the Q and A session. One person can pretend to be the visitor and other students in the class ask questions.</p> <p>§ Write out two or three statements that could possibly represent the main idea of a selected listening text. Talk about the statements with the students and have them express their ideas about the meaning of each statement. Tell them that the text they will listen to has one of the statements as the main idea. Ask them to listen to determine which of the statements expresses the main idea. Follow</p>	

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		<p>the listening task with discussion that focuses on why the rejected statements were inappropriate. Students may have to listen to the text more than once.</p> <p>§ This activity can be modified to get students to focus on the topic of a listening text. Teacher can also write out three or four options regarding the way in which the text was developed. Only one would be right. Students must listen to determine which of the options is correct.</p>	
B - Listening and speaking to develop oral language for school (academic) purposes			
B – 1. Listening and speaking for enjoyment and to express personal response	<ol style="list-style-type: none"> 21. ability to apply all the learning outcomes listed under this domain at the Grade II level 22. listen to discover and appreciate the beauty of language 23. listen to determine the rhythmic structure of English 24. listen to express personal response to poems, stories and other types of literary material 25. describe familiar / (favourite) objects 26. tell about an interesting experience 27. tell stories they have imagined 	<p>§ Link some of your listening activities with literature instruction. If you are teaching the ballad, for example, select a ballad dealing with a subject interesting to 3rd graders and have students figure out the rhyming pattern as one listening task. Teacher could modify to present as a cloze exercise in which students listen for specific rhyming words. Let the students interact with each other by engaging in discussion about the poem.</p> <p>§ The foregoing example can be varied to use different types of material, e.g. a good calypso (with good examples of similes /metaphors.) Students could be asked to listen specifically for similes in one task. Be careful to select examples that are edifying and have a useful message.</p>	<p>§ A good and wide variety of literary materials that are interesting to third graders.</p> <p>§ Continue with the reading corner / centre concept from the earlier grades. Include different materials from which students can select for independent reading sessions or arrange for access to the school library.</p> <p>§ Include taped versions of some stories and poems (read with expression) to which students can listen as they follow in their books.</p>

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	28. retell their favourite stories 29. recite a favourite poem with expression	<ul style="list-style-type: none"> § Read poems to the children and have them listen to good recordings of poems. § Organise choral recitation of poems. Have groups read different sections so students can hear variation of voice and rhythm. Select poems with different rhythmic patterns. § Make a recording of the choral recitation and play back to students. Ask them to express an opinion about the reading. Encourage them to make suggestions for ways in which they think the recitation could be better. § Select action poems (e.g. <i>Sensemaya</i> by Nicolas Guillen) have students perform the motions described in the poem. § Select poems with distinctive and interesting metrical patterns for choral recitation. Talk with students about the patterns. Tap / clap to differentiate between strong and weak stresses and to help them to hear the rhythm. § Play recordings of poems and stories to students. Talk about the reading and have students express personal response to the readings. § Expose students to different materials and text types e.g. poetry, fiction, drama extracts, dialogues, songs, folk tales, speeches. Help 	<ul style="list-style-type: none"> § Sheets of paper with the support information to be used during some listening exercises. Have enough for each student to complete the task individually. § Bristol board / flip chart paper. § Art materials – crayons, paints, brushes, finger paints etc. § A few simple percussion instruments. § Tape recorder and a selection of pre recorded tapes for listening . § A radio for tuning in to news broadcasts, selected children’s programmes. § Discarded shoe (and other types) of small boxes for mystery box activities. Link with art and craft sessions by having students decorate the boxes. § Large notebooks or loose-leaf

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		<p>them to observe the characteristics of the text type as part of or as follow-up activities to the listening exercise. Encourage them to talk about the characteristics. [Note: do not introduce two or more types at one sitting. Selection should be chosen for the year's work in Grade III.]</p> <p>§ Organise show and tell activities in which students bring in their favourite objects and talk about them.</p> <p>§ Set up a mystery box activity in which students hide a favourite object in a mystery box and give one or two clues about the object to have classmates guess what is inside. Encourage classmates to ask questions about the object. This is a good activity to get students to practise asking different types of questions.</p> <p>§ Organise a news sharing session so that students can share their news with classmates and have an opportunity to answer questions about it. Vary the frequency of this activity. All the students do not have to give news on the same day.</p> <p>§ Provide opportunities for students to share their favourite stories with their classmates. This activity can be linked to sharing in reading and writing sessions, but sometimes have students simply tell their stories as part</p>	<p>folders to be used as journals.</p> <p>§ A space in the classroom to display objects children bring in or objects acquired on field trips.</p> <p>§ Relevant and suitable newspaper clippings and magazine articles.</p> <p>§ All the relevant resources from the earlier grades.</p> <p>§ Continue with the dress up / drama corner for role plays. This could be developed as a school resource.</p>

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		<p>of planned oral activity.</p> <p>§ Take down dictated news or have students write down some of the anecdotes they tell in their writing journals. Encourage them to use the experiences they have recorded in their journals as ideas for writing.</p> <p>§ Create opportunities for students to respond to literature in different ways, including role-play and art work.</p> <p>§ Pin up selected stories / poems [related to a theme or project] on large sheets of Bristol board on the wall in the classroom so that students can use them for some individual and group reading activities.</p>	
<p>B - 2. Listening and speaking to give and get information and to develop oral language for school purposes</p>	<p>30. listen attentively to respond appropriately to the views expressed by others during class discussions and activities</p> <p>31. listen to follow instructions for doing tasks in the classroom</p> <p>32. use well-formed sentences to convey information and messages and to express meaning</p> <p>33. give news and report incidents clearly and accurately</p> <p>34. ask relevant questions to get specific information</p>	<p>§ Set up listening tasks in which the students have to listen for specific information in order to complete an exercise or participate in a discussion or answer some questions.</p> <p>§ Monitor students' use of language, especially when they are giving planned presentations. Encourage the use of Standard English for these presentations.</p> <p>§ Provide good models of language for the students through your own use of language and through the reading selections that are used in class.</p> <p>§ Have children reflect on and respond to their</p>	<p>§ Large sheets of Bristol board with sentence patterns of English written up on them for reference.</p> <p>§ Checklists that help students focus on the characteristics of good planned oral presentations. A simple list of main characteristics will do at this stage. Focus on building confidence and speaking clearly.</p> <p>§ Pictures of objects pasted up on a card – about twelve</p>

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	<p>35. recount events in the appropriate and accurate order of their occurrence</p> <p>36. make a short planned presentation, using school language (Standard English) to do so</p>	<p>own use of language by having them listen to recordings of themselves giving planned presentations. Organise small group sessions for listening and giving feedback. Make available checklists that will guide students as to what they should listen for and to enable them to make helpful comments [e.g. the content of the presentation, the organization of the points in the presentation, the language used].</p> <p>§ Create a card with a selection of pictures of objects on it; e.g. <i>a telephone, a brush, a pair of scissors, a cricket bat, a knife, a clock</i> etc. Have about twelve pictures to a card. Use this stimulus for several activities like the following:</p> <ul style="list-style-type: none"> - a whole class activity in which you ask students to choose an object, name it and describe what it is used for. Create some interest by asking them to describe a conventional use and an unconventional one. For this activity have the objects on a large piece of Bristol board pinned up at the front of the class - have students choose two objects and associate them in some way [e.g. think of what they can be used for together or what one could be used for in relation to the other] - have students work in pairs to have dialogues about the objects on the card; e.g. What is this? It's a ----. What is it 	<p>pictures to a card. Have pictures coloured where possible to give students one additional option for classifying.</p> <p>§ Have different objects on different sheets to vary the scope of the exercise and to introduce vocabulary for new unfamiliar objects.</p> <p>§ A large sheet of Bristol board with pictures of objects for use with the whole class.</p> <p>§ Scoring cards for use with object game.</p> <p>§ Writing and drawing materials.</p> <p>§ Playdough / moulding clay for students to make objects in arts and crafts that they can also use for description in listening tasks.</p> <p>§ All the relevant resources listed in the previous grades.</p>

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		<p>used for? Etc. You can vary the content of an activity to have students focus on particular question types that you want them to practise. For the paired activities, have smaller cards that can be placed on the desks that students can use. Make photocopies of objects for the cards</p> <ul style="list-style-type: none"> - have students classify the objects on the card according to different principles, e.g. their uses, their colours, their size etc. Have each student explain (orally) their reasons for classifying in a particular way - create teams in which one team selects an object and gives clues that the other team must use to guess which object it is. Award points on the number of guesses a team uses to solve the problem [e.g. 5 guesses and more – 0 points; 3 – 4 guesses – 1 point; 1- 2 guesses – 2 points]. Award points to the team giving clues for clarity of language etc. Teams take turns to give clues and to guess. The team with the most points overall at the end wins. Such an activity can be followed with a general class discussion about the value of the clues that were given - vary this task by having the student who is guessing to ask questions about the object. The person who has selected the object simply answers <i>yes</i> or <i>no</i> 	

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		<p>to the questions asked. The round ends when the student guesses correctly. This can also be used in small groups of four with two students on each team.</p> <p>§ Have a large card with a set of pictures in series [for individual and pair work have smaller versions of these cards]. Pictures can depict a series of incidents or events. Students need to look at the pictures and give an oral account of what happened. Some sequences can be out of order, in which case the focus of the task will be on getting students to give the right sequence of the events. Use visual aids like a sheet with the events in a jumbled sequence. Students can then number them to indicate the right order based on the information they get from the listening text.</p> <p>§ Link with arts and crafts lesson to have students create a game board representing a street map. Have them also create objects to go on the map. Have them work in teams. Each team works on a set of instructions - one instruction on a slip of paper – which they will give orally to the other team. Example, Put a bench to the left of the Post Office on Main Street and one of your trees to the right of the bench. The team gets a point for each clear instruction given. Deduct one point per grammatical error in each instruction or for an unclear instruction..</p>	

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		<p>§ Provide more opportunities for students to give planned presentations to the class. Any of the activities suggested can be used for this purpose. For example, a student can be asked to give a presentaton on a book he / she has read. Each student should have one or two turns during the course of a fortnight or month to present to the entire class. The other students ask questions afterwards. The student who is making the presentation should not read it out, but should make a few points on a piece of paper as reminders of the points to be covered. To maximize practise for students, this activity can be set up for small groups. Monitor presentations and give feedback to students.</p>	
B - 3. Listening and speaking for understanding	<p>37. listen to determine the main points in oral discourse</p> <p>38. listen to detect supporting detail in an oral presentation</p> <p>39. listen to follow the chronology of events in an oral report</p> <p>40. listen to paraphrase and summarise information presented in an oral presentation</p> <p>41. listen to detect key words that identify topics and propositions</p>	<ul style="list-style-type: none"> • Use short text selections [one or two paragraphs]. To prepare for the listening task read the passage carefully and identify the main points and some subordinate points. List them all on a page without distinguishing between main and subordinate points. For the pre-listening task orient the students to the selection by having them do one or two of a number of things [e.g. you can ask them to suggest what the passage will be about based on the title; or you can initiate a discussion and have them talk about the title in the context of their own experience i.e. help them use their background knowledge to talk about the selection]. Give students the list of points – one sheet for each student – and tell them 	<ul style="list-style-type: none"> • Material on festivals and lifestyles of peoples of other countries in the Caribbean and elsewhere. • Newspaper / magazine selections, including some about other cultures e.g. articles that discuss festivals sporting events etc. • Prepared worksheets that help students to complete specific tasks based on their listening [see the descriptions of selected activities in the third

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	<p>42. listen to infer links and connections between events reported orally</p> <p>43. listen to determine causes and effects from events reported orally</p> <p>44. listen to distinguish between literal and implied meanings</p> <p>45. listen to detect meaning that is expressed in varying sentence types and grammatical forms</p> <p>46. listen to a variety of multi-cultural materials to gain a deeper understanding of other cultures</p> <p>47. listen to detect cohesive markers [e.g. <i>so, until, since, therefore</i> etc.] in oral discourse</p> <p>48. listen to identify and discriminate between the sounds of English [e.g. blends, consonants in initial, medial and final position, diphthongs, digraphs, affixes</p> <p>49. identify different stress, rhythm and intonation patterns</p> <p>50. listen to an oral presentation in order to ask relevant questions about it</p>	<p>that they will hear these points mentioned. Ask them to put a tick (or the letter M) next to any point they identify as a main point. Have them complete the task while they listen. Play the tape (or read the selection) a second time so that the students can verify their answers. The listening activity could be followed up by class discussion about the choices that students made and this can lead into further work in reading and writing about main and subordinate points.</p> <ul style="list-style-type: none"> • Another listening activity can be a variation of the one above. This time have the students identify the supporting details that are used for specific main points. Identify and write out the main points on a sheet of paper or write them up on the board [label them A1 / A2 and be sure that students are familiar with the content and meaning of these points]; list supporting points in a jumbled sequence and have students label them A1 or A2 to indicate which of the main points the speaker uses them to support. • Isolate some key words from a listening text. As a pre-listening task have students talk about the word meanings / have them use the key words in some sentences [utterances] that they produce orally. Tell them that they will hear the key words in the passage and ask them to listen to find out what point each key word is used to make or to clarify. Do not 	<p>column]</p> <ul style="list-style-type: none"> • Supplies for writing, drawing, pasting up displays etc. • Charts that show linking words and words / phrases that create cohesion in a text as well as their functions [e.g. but, so, therefore]. • Relevant resources listed in the foregoing sections.

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		<p>use too many words at once because students need to listen for the associated points as well.</p> <ul style="list-style-type: none"> Select a short text / passage which has a good sample of linking words and cohesive markers. Remove these words from the passage and replace them with blank slots. List the words on the top of the page. First, as a pre-listening task either talk with students about the functions of certain link words and cohesive markers or select a very short piece and discuss the functions of these words in context. Tell students they are going to listen to a passage from which the words have been removed. They must listen, and where they hear a pause, they must select the word from the list that best goes in the space. They then write the word into the blank slot. If a tape is used it must be edited so that the linking words and cohesive markers are removed. If teacher reads the selection he / she can simply pause for a while at the end of the phrase or sentence in which the words occur. Pause at an appropriate place to allow students to construct the meaning and make a selection. Let students listen to the unedited passage afterwards to check their selections. Follow up with discussion about the choices they made. Include culturally rich selections from other 	

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		<p>territories in the Caribbean (and elsewhere) among the listening texts that you use. For example, use the selections to ask the students to listen for a variety of purposes that will increase their understanding of the text as well as of the culture: e.g. finding specific bits of information; inferring reasons for why things are done etc.</p> <p>elected activities from the foregoing sections that are adapted and tailored to the objectives for understanding.</p>	
B - 4. Listening and speaking to evaluate concepts	<p>51. listen to evaluate the effectiveness of a speaker's contribution</p> <p>52. listen to evaluate oral presentations made by self, classmates and others</p> <p>53. listen to determine the register / level of formality in oral discourse and evaluate its appropriateness for audience, context and situation / occasion</p> <p>54. use classroom (book) language for a range of oral language purposes and activities in the classroom</p> <p>55. listen and speak to evaluate concepts in a range of cross</p>	<p>§ Use video recordings of speakers addressing an audience (e.g someone giving a political speech or a sermon). Ask students to focus on the content and meaning of the message. Use a short checklist and a simple rating scheme that students could use. First discuss the scheme to be used then have students look at the tape and evaluate: the speaker's message, its meaning and content; clarity of speech; body language; the speaker's attitude to the subject. Students will probably need to look at the tape more than once to do a proper rating.. Keep video presentations short.</p> <p>§ Use video clips as stimuli for teaching. Have students discuss the situations. Check students' understanding of the concepts to be covered and the criteria that are being used to evaluate. Following completion of individual evaluations, have students talk about the</p>	<p>§ Collaborate with colleagues to develop a range of visual materials including video clips of short speeches and other types of presentations that can be used to help students to develop their abilities to evaluate the content, style and appropriateness of language used by a speaker in a particular context.</p> <p>§ Arrange for access to a video tape recorder and monitor for viewing of oral presentations.</p> <p>§ Arrange for a camcorder to videotape some of the students' planned presentations.</p>

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	<p>curricular contexts</p> <p>56. listen to distinguish between fact and opinion</p> <p>57. identify and explain the persuasive message of a selection listened to</p> <p>58. select and use appropriate details to support the main idea in an oral presentation</p>	<p>reasons for the scores they gave.</p> <p>§ Have students listen to a speaker’s presentation to determine whether the choice of language is suitable for the occasion. Also use exchanges between individuals of different authority and status (e.g. a principal and a student). Help students to focus on the entire communicative context to evaluate appropriateness of tone, language etc.</p> <p>§ Allow students to evaluate the planned presentations made by their classmates. Again, ensure that all students know what the criteria represent. Be sure to talk about them with the students. Have students use the agreed on checklist and rating system. A criterion that refers to use of book language (Standard English for school purposes) should also be included as a means of raising students’ awareness about this. If a video camera is available, arrange to tape selected presentations so students can do self-evaluation as well.</p> <p>§ Include selections from subjects across the curriculum as listening texts and use them as a basis for discussing content, etc. Use Q and A sessions to highlight and focus students’ attention on issues to be discussed.</p> <p>§ Set up mini debates in which students work in teams to present their views and opinions</p>	<p>§ Samples of advertisements designed for listening.</p> <p>§ Charts relating to the language of advertisements. The claims they make and the types of appeal they use; with examples pasted up on the wall.</p> <p>§ Different text types used for listening on tape in the listening corner for individual work to reinforce concepts that have been taught.</p> <p>§ A set of activities for listening tasks numbered and kept in the listening corner for individual use by students.</p> <p>§ Continue with the ideas for a listening centre from earlier grades. Keep a tape recorder, headphones (for individual work) and well organized (numbered and labeled) tapes with accompanying instructions for listening and task sheets.</p>

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		<p>about a selected topic.</p> <p>§ Following discussion in other domains on the difference between fact and opinion, have students listen to a selection in which two speakers present different points of view about a topic. Use different dialogues as stimuli.</p> <p>§ Have students make short speeches in which they present a point of view about a topic. Select topics that deal with issues of interest to the students.</p> <p>§ Select one or two advertisements that are intended for listening. Have students listen to them; talk about the ways in which an advertisement tries to appeal to the listener. Have students talk about the effects that the advertisements have on them. As part of the teaching use lists of criteria that focus on the language and other aspects that appeal to hearing in the advertisement. Structure subsequent listening tasks to give students practice in evaluating different advertisements that they listen to.</p> <p>§ Have students make up an advertisement that is intended primarily for listening and give them the opportunity to present it to the class. Have the class evaluate it using criteria that you discuss and agree-upon with them.</p>	<p>§ Pictures, drawings, artwork on a particular theme.</p> <p>§ Glue, Bristol board for pasting pictures / writing sample sentences etc.</p>

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		§ Create a collage of different pictures taken from newspapers, magazines artwork done in class on a particular theme but with the pictures presenting /suggesting different viewpoints. Have students talk about the different suggested viewpoints.	
C. Vocabulary development for oral communication in classroom and other contexts	59. show mastery of the learning outcomes listed under this domain at Grade II level 60. listen to identify word contractions used by a speaker 61. listen to determine word meanings from the contexts of their use in an oral presentation 62. use an increasing number of words to convey intended meaning in oral presentations 63. use words for their literal, figurative and connotative meanings in oral presentations	§ Adapt as needed the activities in the foregoing sections. § Use short dictations for a variety of purposes such as: <ul style="list-style-type: none"> - to give students practice in identifying and writing down contractions of words - to give students practice in identifying word boundaries in an utterance - to help them achieve ownership over spelling new words learned - to focus on the features of good description - to give students practice in representing letter unusual letter clusters accurately § The word lottery game. Select a short text [dialogue, poem] and identify some key words used in the selection. Tell students they are going to listen to a selection that uses these words. As a pre-listening task talk with students about their understanding of the meanings of the words. Write down as many meanings on the board as are generated in the	§ Short texts for dictation. § 3 x 5 cards for writing down multiple-choice selections for word meanings, or sheets of paper with words and meanings printed on them. § For most activities listed, a good selection of literature, using different text types for use as stimulus for listening tasks. § Note books / exercise books for individual word banks and a larger loose-leaf notebook for the class word bank. § Large sheets of paper or Bristol board for writing down lists of new words to indicate literal meanings and, where appropriate, connotations. § Graphic organizers pasted up

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		<p>class during discussion and number each one. Tell students that they will play a word lottery game that will require them to listen for the key words in the selection. When they hear the word they must decide on its meaning and select the appropriate meaning on the board and make a bid for it (up to 10 points). If the meaning is not on the board they can write it down and make a bid of 15 points. At the end of the listening task read the poem again and discuss the meanings with the students. If students made a wrong choice for meaning they must deduct the number of points they bid. Students add up their points and those with the most win. During the discussion after listening, help students to focus on how they could use the different contexts to help determine the meanings of the words.</p> <p>§ You can vary this task by using multiple-choice options that express the possible meanings of the key words. Only one option must be accurate. As students listen they select the option that expresses the meaning in the context that they listened to.</p> <p>§ Have students make use of their Word Banks as they prepare planned presentations. Following activities like the preceding one (in which new words are encountered), have students make entries into their individual and the class Word Banks and encourage</p>	<p>as charts to indicate word associations.</p> <p>§ All the relevant resources listed in other sections.</p>

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		<p>them to use the banks as a reference for their speaking and writing tasks.</p> <p>Provide good models of poems, rhymes as stimuli in listening activities and link with writing by having students write their own rhymes and poems. They can then practice oral delivery by presenting them to the class.</p>	
D. Voice skills - developing clear articulation – pronunciation; enunciation	<p>64. vary rate of speech as necessary in different situations and contexts</p> <p>65. project voice and use appropriate volume in making a presentation</p> <p>66. modulate voice - vary tone and pitch appropriately in making a formal presentation</p> <p>67. assign stress correctly to words</p> <p>68. use appropriate intonation for different sentence types</p>	<ul style="list-style-type: none"> • Use choral recitation for the following purposes: <ul style="list-style-type: none"> - to help students modulate voice and tone - to provide opportunities for students to practice pronunciation and to enunciate clearly - to help students gain confidence in using the language orally - to help students gain greater familiarity with appropriate stress assignment to words • Select poems that lend themselves to choral recitation. Have groups of students read different parts of the poem. Organise groups according to voice quality [e.g. high / low]. Focus on the pronunciation of words that give Caribbean children some difficulty. Make the practice meaningful. Have students work towards a presentation for open day or for the prize giving ceremony when their parents will be present. 	<ul style="list-style-type: none"> • Recordings of readings of poems and other literary material for listening and discussion of characteristics. • Tape recorder and blank tapes for recording selections of students' own choral renditions and for doing group and self-evaluations. • Headphones (if possible) for individual listening activities. • Charts with word lists consisting of "problem" words [especially three + syllable words], showing stress assignment. • Charts with minimal pairs and homonyms that are problematic for students for pasting up on the wall / in the listening corner / centre.

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		<ul style="list-style-type: none"> • Give students practice with minimal pairs that cause difficulty in certain contexts e.g. slip /sleep; beach / bitch; sin / seen; read / rid. Native speakers of French Creole will need to pay more attention to this. Link with writing activities. • Use a homonym cloze exercise [See TG] to help students get practice in selecting the right word. Put a list of homonyms on the board, or write them down on cards. Print out a paragraph in which these words are used on a worksheet for students. Delete the homonyms from the paragraph. Ask students to listen to a dictation of the paragraph and to select the word in each pair that will fit in a given context. Students will have to figure out from the context of the oral presentation the word that should be selected. There are several words that you can select e.g. week / weak; to / too / two; see / sea; for / four; spear / spare etc. This activity can also be linked up with spelling practice. • Organise planned presentations on topics related to other subjects across the curriculum. Integrate listening activities with the teaching / learning activities of other subjects. • Make up a list of words with which students have difficulty in assigning stress [<i>banana</i> is an example - in some instances heavy stress is assigned to the first syllable and not the 	<ul style="list-style-type: none"> • Continue with the idea for developing a listening centre and include a tape recorder with pre-recorded tape selections that you make available to students for listening (and evaluation). Include headphones for quiet listening by individuals. • Worksheets with cloze tasks that individuals can work on in the listening centre for practice at making the correct selections [minimal pairs / homonyms]. Provide a box in which students can put their worksheets for your feedback. • All the other relevant resources listed in the other sections of this and the Grades I and II curricula.

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		<p>second as it should be]. Monitor students' natural speech and write down examples of words in which stress is not appropriately assigned. Teach proper assignment as part of their oral / choral work.</p> <ul style="list-style-type: none"> • Use conventional markers for showing strong / heavy (´) and (˘) weak / light stress over syllables to help students in their choral reading of poems. 	
E. Attitudes and Interest	<p>69. show mastery of all the learning outcomes listed under this domain for Grade II</p> <p>70. show willingness to initiate and maintain conversation</p> <p>71. show respect for the ideas / opinions of others</p> <p>72. speak confidently in conversational exchanges and during class presentations</p> <p>73. show willingness to invest time in listening</p> <p>74. respond with empathy to the experiences of others where such a response is appropriate</p>	<p>§ The activities suggested in the foregoing sections will also be useful here. In summary:</p> <ul style="list-style-type: none"> - arrange for dialogues between students on topics selected specifically for the language arts as well as cross curricular subjects and monitor students' conversational skills such as ability to take turns in an appropriate way, acceptable ways of signaling a turn, strategies for interrupting and closing conversational exchanges; - help students to move increasingly to use book language for the discussion of topics in class; students typically do not have difficulty interacting in interpersonal, casual exchanges; however, they need help to shape their contributions that require more decontextualised language - organize a speaker's forum for students to make planned presentations 	<p>§ All the resources listed for the foregoing sections.</p>

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		<ul style="list-style-type: none"> - organize classroom activities to allow time for individual listening in the language arts / listening corner - organize choral recitation by individuals and groups - build in group and self-evaluation for the different activities - allow for critical listening which will involve individual tasks as well as general class discussion about specific criteria. <p>§ Whole class review of principles for maintaining courtesy in interpersonal exchanges.</p>	

II. General Learning Outcomes for Reading

By the end of Grade III students should be able to apply all the learning outcomes listed for Grade II and in addition they should be able to:

1. select and read a variety of materials with increasing fluency at and above grade level
2. use a variety of decoding strategies
3. read independently for a sustained period every day
4. use appropriate strategies to overcome misunderstandings in reading
5. vary reading strategies according to task and purposes for reading
6. use background knowledge as an aid to constructing meaning in texts
7. show an understanding of the structure and organization of main text types and use appropriate words to refer to text features
8. use different sources to find information e.g. reference texts, encyclopedias, the Internet
9. use technology as an aid to improve their reading ability
10. increasingly use reading as a resource for their writing.

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II. Reading			
A. Understanding about texts – Organisation and Context	21. apply the knowledge and skills indicated in the learning outcomes listed for Grade II 22. distinguish between fiction and non-fiction and explain characteristics of text types [e.g. accounts of natural phenomena; accounts based on topics from Social Studies, Health Science, Science texts, fables, folk tales, fairy stories etc] 23. select from a range of texts, including fiction and non-fiction, multi-cultural literature, different text types, informational texts and different literary genres [e.g. short story, poems, short skits, plays etc.] 24. make appropriate text selection based on the purpose for reading 25. show an understanding of print conventions 26. use the structure of narratives as an aid to understanding new and unfamiliar stories	§ Have students keep a reading log [i.e. an exercise or note book] in which they record the books they have read and write a short report / explanation on what the book was about. Show students how to set up the log to show different categories such as: Fiction; Non-fiction; Poetry. § Use the reading log as a starter for teaching children how to organize according to categories as well as the difference between broad categories such as Fiction / Non-Fiction; Narrative / Expository; Poetry / Prose. § Use subjects across the curriculum as sources for non-fiction and expository material for critical reading. § As part of the reading of an expository selection, focus on the structure of the expository paragraph. This activity can work as a reading-writing connection e.g. a pre-writing activity for the expository paragraph. [See section on writing below] § Use a story grammar to help students map out the stories they have read and to teach them the basic structure of a story [see <u>Teachers' Guide</u> for sample]. Prepare blank graphic representations and have students work out the	§ Illustrative charts that indicate key characteristics of text types, e.g. that point out the difference between: fiction and non-fiction; poems / stories; fables, folk tales. § Exercise books or large notebooks for use as individual reading logs. § Art supplies: pencils, crayons, paints for students to illustrate scenes and characters from the stories (or poems) that they read. § Bristol board and flip chart paper for collaborative work on preparing illustrative charts for the purposes described in the activities. § Charts showing basic story grammar format.

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	<p>27. identify and explain the message in persuasive texts</p> <p>28. begin to identify features of the structure of simple persuasive texts</p> <p>29. show an understanding of the structure and organisation of a story, poem, expository paragraph</p> <p>30. use appropriate terms to refer to textual elements / features [e.g. heading, sub-heading, caption, paragraph, chapter, index, title, sub-title, table, illustration, graphics]</p> <p>31. begin to identify (and be able to talk about) the purposes of different text types</p> <p>32. use the blurb about a text to make decisions about the usefulness and relevance of the text to their specific reading needs / requirements.</p>	<p>structure of new stories that they read. Follow these activities with discussion to ensure that students understand the concepts of: Setting, plot, climax / problem, and resolution. Discuss characters as central to the narrative, as actors in events and help students identify important events and episodes that contribute to the plot / complication.</p> <p>§ Use a wide selection of texts: stories, fables, folk tales, poems etc. so that students can become familiar with the features of these types.</p> <p>§ Use newspaper and magazine articles and advertisements (suitable for the age level) in which a clear point of view is discernible. Introduce students to the persuasion through the use of these stimulus materials.</p> <p>§ Again, use journalistic materials and selections from magazines that have good examples of facts and opinions. Select those materials that are suitable to students at Grade III level. Help students to learn how to distinguish between a fact and an opinion or a belief.</p> <p>§ Include book blurbs as part of critical reading. Help students to make deductions about the focus and content of a book as well as its usefulness based on the description given in the blurb.</p>	<p>§ Loose-leaf note paper for students to create story grammars for the books that they read.</p> <p>§ Reading materials from subjects across the curriculum e.g. expository passages, tables and charts from Social Studies and Science]</p> <p>§ Newspaper articles / clippings from local papers and others that deal with topics of interest to children at Grade III level. The environmental pages of the local papers usually have material of interest to all ages.</p> <p>§ A selection of children's magazines. These can be located in the school library. Arrange for students to have access.</p> <p>§ Reprints / reproductions of the dust covers of storybooks with blurbs. Display section in classroom for blurbs,</p>

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		<p>§ Link the preceding activity to a writing exercise. Have students write short book blurbs for the stories that they have read.</p> <p>§ Teach students how to represent information given in one format into another format. For example, taking information from an expository passage and representing it in a chart [where the information lends itself to this].</p> <p>§ Continue to teach children how to handle books. Discourage defacement of books.</p>	<p>especially the blurbs that the students write.</p> <p>§ Some recorded stories, poems and other selected text types for students who need additional support so they can listen and read along as they listen.</p>
B. Word recognition and decoding	<p>33. use the decoding and word recognition strategies learned in Grades I and II</p> <p>34. use familiar parts and shapes of words as an aid to decoding unfamiliar words</p> <p>35. use knowledge of letter sounds as an integral strategy in decoding</p> <p>36. use letter sequences, clusters, knowledge of known patterns of letters and visual clues to decode unknown words</p> <p>37. make judicious use of dictionary to check the pronunciation of words with irregular patterns</p>	<p>§ Engage children in games, e.g. word search, word bingo; word lottery. Allow pairs to play or arrange teams. Work out a system to award points to teams and always monitor what individuals, pairs and teams are doing. Use opportunities during these activities to illustrate or make relevant teaching points.</p> <p>§ Cut out suitable cross word puzzles from children’s magazines, duplicate them and paste them into individual crossword books for the students. Students can do these puzzles individually in the reading corner. Use part of conference time to monitor how they are doing and to give guidance and support.</p> <p>§ Make up crosswords [some on large sheets of Bristol board] for use with the entire class.</p>	<p>§ Again Bristol board or large sheets of cardboard for pasting up word games for use with the whole class.</p> <p>§ Smaller game boards for individual students or pairs to work with.</p> <p>§ A selection of suitable crosswords and word search puzzles for use by individuals.</p> <p>§ Cards with letter clusters and letter groups in which one letter is silent.</p>

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	<p>38. identify high frequency sight words in and out of context</p> <p>39. read a variety of materials at (and above grade level) with increasing fluency</p> <p>40. show increased speed and accuracy in reading</p> <p>41. read and interpret increasingly complex sentences</p>	<p>Use these class puzzle sessions to focus on several areas e.g. new words that students encounter to give them practice with working out meanings; words with unusual spelling and letter groups (including those with silent letters) to help them become familiar with pronunciation and spelling.</p> <p>§ Continue to develop phonological awareness by incorporating phonics as an integral part of reading where this is applicable (and if it is needed). Use the opportunities for teaching points that emerge during reading to help reinforce letter / symbol correspondences for students rather than treat phonics as an end in itself. Do not drill in phonics out of context. If you must use drills always provide a meaningful context for application right away.</p> <p>§ Help students gain familiarity with letter clusters, including unusual ones that are pronounced differently from the sounds that would normally be associated with the letters in certain contexts e.g. –ough / igh / oun.</p> <p>§ Help students develop speed and fluency by letting them read (and re-read) selected familiar texts to time. For example, have students read a short paragraph of one hundred words and time themselves on it. Have them reread it to see how well they do. Increase the number of lines / words as they read the first selection more fluently. With</p>	<p>§ Notebooks for word banks. One notebook for each child for the year for use to record new words from all subject areas.</p> <p>§ A dictionary and a Thesaurus.</p> <p>§ A children’s encyclopedia for reference in class or access to one in the school library.</p> <p>§ A watch or clock with a second hand for timing students as they attempt to develop speed and fluency.</p> <p>§ Simple time charts (with columns for recording date, time to complete reading and number of words in passage) pasted into their exercise books for their guidance in self-timing activities.</p>

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		<p>unfamiliar text (after students have read to time) ask them factual questions that they must answer without looking back at the text. This will give an indication as to whether they actually read it. This activity can be used with individuals who need to build speed and fluency. You can later use the text for deeper comprehension.</p> <p>§ Have students create Word Banks and to use them to record new words that they encounter in reading. Students can also include familiar words. Allow students to represent / write down difficult new words according to how they sound [in addition to the normal spelling]; they can use that as a mnemonic when they refer to their banks individually. Have them also write out an original sentence (or two) that expresses the meaning(s) of new words that they encounter and enter into their books. Let them use the Word Banks as a resource for class work in reading and writing.</p> <p>§ Teach students how to use the dictionary to (a) locate a word (b) check the pronunciation of a word and (c) to find required meanings.</p> <p>§ Teach students to use the thesaurus to find synonyms and antonyms for selected words and to record them with examples of typical usage in their word banks. This activity should be linked with writing when students are revising their work and looking for</p>	

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		<p>improved word choices. [See suggested activities for writing]</p> <p>§ Arrange conferences with students to monitor their development as readers. Use these sessions to find out how well students are reading the selections in the class library, to help them make good selections, and to help them move on to more challenging reading material when they are ready.</p> <p>§ Refer to the activities described for Grades I and II and adapt and use for Grade III as needed.</p>	
<p>C - Understanding texts: - constructing meaning critical reading and thinking; personal response to texts</p>			
<p>C - 1. Constructing meaning: critical reading and thinking</p>	<p>21. construct the meaning of a text through independent application of the skills learned in Grade II</p> <p>22. use appropriate strategies to overcome misunderstandings encountered during reading</p> <p>23. read more challenging texts at the Grade III level and interpret them beyond the literal level</p> <p>24. read a variety of texts independently</p>	<p>§ Continue to help students to use their background experience as an aid to interpreting the texts they read.</p> <p>§ Use pre-reading activities that help students to use background knowledge that is relevant to the new material to be read.</p> <p>§ Use queries during reading to help students use metacognitive strategies to overcome misunderstandings.</p> <p>§ Model strategies, e.g. think aloud strategies to</p>	<p>§ Pictures, pictures in series, other visuals that can be used in pre-reading exercises to generate discussion about the text to be read.</p> <p>§ Field trips to interesting, related sites that will enhance students' understanding of concepts that they will encounter in their reading of subject</p>

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	25. use think and search strategies to make correct inferences about a text 26. scan parts of a text to get relevant facts 27. use knowledge of print conventions as an aid in constructing the meaning of a text 28. begin to identify the ways in which authors influence / persuade readers to a particular point of view [e.g. in advertisements, presenting stereotypes in cartoons, comic strips etc.] 29. figure out and discuss implied meaning in texts 30. skim a text to understand the gist of it 31. distinguish between main idea, subordinate details, relevant and superfluous material in an informational passage 32. read materials from subjects across the curriculum with increasing fluency 33. use reading strategies employed in language arts in their	show students how they can use this process to work through problems in the text. § Encourage students to ask themselves questions about the text as they read to help them clarify the meaning. § Show them how they can use Question and Answer Relationships (QARs) to get at the meaning of a text. § Some information in the text is explicit; they will find the answers expressed clearly and directly. These are usually answers to factual types of questions [What, Who, Where]. Model how they can use the words in a question as a clue to finding the answer directly in the text. § Model <i>Think and Search</i> strategies (another QAR strategy) to help students make inferences. Students need to think about those clues/bits of information from different parts of the text that contribute to an answer or that must be put together to solve a particular problem. Some of the information is in the text but some of it is in the reader's head. The student has to think about the information that is needed, then search the text to find it. The answer is in the reader's head and in parts of the text. The reader has to think in and use information in different parts of the text to find the answer.	matter across the curriculum. § The teacher as a resource to model all the reading strategies listed in the activities column and to monitor students' progress as readers with a view to helping them become expert readers. § A reading corner with a collection of interesting and varied reading materials, including comics advertisements, newspaper and magazine articles, poetry and a wide selection (graded) fiction and non-fiction books. § Charts with illustrations and captions that show the parts of the QAR strategy. Paste up on the wall for reference. § Bristol board / flip chart paper for making the charts that go up on the walls of the classroom for student reference.

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	attempts to construct meaning in the texts that they read in subjects across the curriculum	<p>§ A third QAR strategy (<i>On Your Own</i>) requires the reader to use information in the head [what is known] to find out what is not known about the subject matter in the text. Model how the reader can make logical deductions about a text using primarily the information he / she knows. [The three Relationships are: 1 – <i>Right There</i>: the reader can look directly in the text to find the answer; 2 – <i>Think and Search</i>: the reader must think about the relevant information needed and look for clues in the text and 3 <i>On Your Own</i> – the reader is on his / her own, i.e. the reader will not find the answer explicitly but must make logical deductions.</p> <p>§ Bring in advertisements and comic strips for reading and discussion to help the student become familiar with the language of persuasion, with humour and to see how a writer uses language in these ways.</p> <p>§ Help students to use clues e.g. definitions in parenthesis, restatements, use of synonym to figure out the meaning of words in context.</p> <p>§ Show students how they can summarise parts of the text as they read in order to get at the main point / main idea.</p> <p>§ Use graphic organizers like a semantic map to show the difference between main and</p>	<p>§ Materials for artwork that students can use to express a response to the material they have read, in sketches and paintings.</p> <p>§ The reading logs for recording information about the books read.</p> <p>§ Writing materials, exercise books, pencils, pens for writing about what they have read.</p> <p>§ Materials from subjects across the curriculum.</p> <p>§ All the relevant resources listed for the earlier grades, including those that may be needed as an aid for revision by some students.</p> <p>§ A listening corner [see section on listening] with tape recorder and recordings of stories to which students can listen and follow in their books during some independent</p>

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		<p>subordinate ideas. Get students to create these graphics as part of the process of helping them to figure out the meaning of a text.</p> <p>§ Use similar graphic organizers and / or queries to help students ferret out details that are not important / essential, e.g. in making a summary of the text.</p> <p>§ Teach students strategies they can use during independent reading; e.g. show them how to prepare for an enjoyable reading session by relaxing, activating their prior knowledge and motivating themselves to read i.e. the R- A - M [RAM] strategy; R: Relax, find a comfortable place to read; A – Activate prior knowledge the sessions in class in which you do this with students will help the individual reader, but show students how they can use the title, the blurb and chapter headings and subheadings to tap into their own schemata and orient themselves to the particular book / reading selection; M – Motivate yourself to read. Doing the first two R and A will be part of the process of motivation.</p> <p>§ Model during reading strategies for the learner, e.g. SIP strategy: S – Summarise – teach the student how to summarise, parts as he / she reads in order to get at the main idea; I – Imaging – using pictures in the head – and P – predict – make predictions about what will happen next.</p>	<p>reading sessions.</p> <p>§ Monitor and videotapes of selected stories for viewing and discussion [comparison with texts] after reading.</p> <p>§ Access to a computer and software for interactive story building.</p>

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		<p>§ Model for the students how they can review parts of the text by re-reading sections in order to consolidate meaning,, how they can use the RIPS strategy – (R) read on ; how they can Imagine, create images, use the pictures that the words suggest (I); model paraphrasing, link this with writing to get students to paraphrase parts of the text to help them understand it better (P) – Help students to vary the pace of reading and to get help when they need it (S) – slow down, stop and go over, or speed up or seek help.</p> <p>§ After reading, set tasks that get students to extend their understanding of the text. Use the EEEZ mnemonic which involves the use of tasks might include getting them to Explain (E) what they have read; Explore (E) further by finding other related material or going back to the text in more depth, Expand (E) go on to imagine what might have happened beyond those immediate events presented by the author. At the end of reading (Z) the student can go on to another text or show his / her satisfaction with the text read in any number of ways, e.g. writing a response to it, drawing scenes from it, telling classmates and teacher about it.</p> <p>§ The acronyms [RAM; SIP; RIPS and EEEZ] can function as mnemonics for the students, but the important thing is to teach the student</p>	

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		<p>to perform routinely the activities or the strategies they represent rather have the student memorize them.</p> <p>§ The most important way of helping students to be good readers is to get them to read more. Bring in lots of reading material of the types suggested, but a healthy and wide selection of good stories. Provide time for students to engage in shared and individual reading. Provide guided reading for small groups and individuals who need it. Do not depend only on the main class reader as a source of material for the reading programme.</p> <p>§ Encourage students to respond to the text in various ways, e.g. by discussing it, by writing what they think about it, by sharing with other students, by drawing. Do not limit reading exercises to a set of prepared questions made up by the teacher at the end of the passage. Encourage students to make up questions that they would like to ask about the text also and to discuss them and possible responses during sharing time.</p> <p>§ Have students listen to recordings of stories as they follow along in their books.</p>	
C – 2. Responding to Literature	<p>34. apply the knowledge and skills listed under this section for Grade II level</p> <p>35. show increasing ability in</p>	<p>§ Help students become familiar with the language used to talk about literature, e.g. <i>plot, climax, resolution, character, setting, theme.</i></p>	<p>§ A story grammar graphic on a large sheet of Bristol board / flip chart paper for pasting up on the wall.</p>

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	<p>comparing and contrasting two stories and the specific features /elements of story; e.g. two or more characters, themes</p> <p>36. use appropriate strategies to make systematic comparisons between books and characters in books</p> <p>37. express their response to a text orally, in writing and other ways, e.g. role play</p> <p>38. use the language of literature (terms they have learned) to express a response to texts they have read</p>	<p>§ Use the story grammar to set out graphically the structure of a story and to show the basic relationships between the parts of the narrative [see the <u>TG</u> for a sample graphic]</p> <p>§ Show students how they can compare two books they have read or two characters they have read. Use a Venn diagram as a graphic organizer to help them to see how this can be done. You can also use a semantic feature grid for this purpose. [See <u>TG</u> for samples of both].</p> <p>§ Set up shared reading sessions, i.e. whole class or group sessions for some of the texts. Allow students to talk about their reading experience and their response to the text. The purpose of these shared sessions is to help the students to explore their ideas, to expand their knowledge and to express their views about a text they have read. Do not rely only on a set of questions or proceed in lockstep fashion with a Q and A exchange, but encourage students to interact with each other and with you by responding to comments made, offer additional comments that focus on the text and their experience of it.</p> <p>§ Help students to make good reading selections; for independent reading</p> <p>§ Help students to respond to literature in various ways e.g.:</p>	<p>§ A sample Venn diagram comparing two books students have read pasted up on a large sheet of paper on the wall.</p> <p>§ Smaller sheets with blank Venn diagrams for use by individual students or pairs or small groups [of 3 or 4 students].</p> <p>§ Lots of materials for artwork for students to represent aspects of books in art form.</p> <p>§ A wide selection of story books, poetry, biographies, autobiographies, children’s magazines for the reading corner or make them accessible in the school library.</p> <p>§ A selection of recorded stories in the listening corner for individual students to listen to on occasion as they read along in their books.</p>

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		<ul style="list-style-type: none"> - retell a story they have read to the rest of the class or to their reading groups - make up a play about the story they have read [this can be set up as small group work; a prewriting activity would be to help students become familiar with the format used in writing a skit or play] - have students draw their favourite character in the story, or draw the setting [if a definite place] as they imagine it to be - improvise an event in a book or imagine what happened to certain characters after the book ends and do an improvisation, pretending to be the characters. They can also write down a script of the imagined events and act out from their script - map out the structure of the story using the story grammar or any other format that works for them, - do a time line of events in a story and illustrate it [e.g. set this up as group work and have groups illustrate their time lines and paste them up on the wall of the class; also have groups present theirs to the rest of the class] - represent the events of a story in pictures <p>§ Have students create a semantic map of the story before they read, using information that they generated from their prior / background knowledge in the pre-reading activity.</p>	<p>§ A tape recorder.</p> <p>§ A selection of video tapes with versions of some of the stories students have read.</p> <p>§ Access to a VCR and monitor for viewing.</p> <p>§ A drama and costume corner with props / costumes students can use for acting out parts of the books they have read. This can be a school resource to which all classes have access.</p> <p>§ Materials for writing letters, descriptions of characters etc.</p> <p>§ Graphics for pasting up on the wall [re. particular books] e.g. time lines of events for some books, semantic maps etc. Large sheets of Bristol board or flip chart paper for creating these.</p> <p>§ Teacher as a resource to:</p>

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		<p>§ Have students modify the semantic map after reading based on the information actually gained from reading.</p> <p>§ Have students write blurbs for the books that they read; have them use information from the blurbs to create advertisements for selected books to persuade other students of their age group to read the books.</p> <p>§ Have students imagine what two characters might say to each other beyond what is actually said in the book and have them write letters to each other [imagining themselves to be particular characters].</p> <p>§ Have students prepare a descriptive outline of a character / do a description of a character / express their opinions about a certain character and what that character does.</p> <p>§ Occasionally have students view a video representation of a story they have read and compare the video and book versions. This can make for interesting class discussions.</p>	<ul style="list-style-type: none"> - make good selections of literature for the class and to make books available for students to read - to develop activities that allow students to acquire a vocabulary for talking about literature with relative ease – i.e. through consistent reference in appropriate contexts over time - to develop a range of varied activities that allow students to express their responses to literature in different ways - to guide students in their selection of reading materials - to read along with students and to model good reading strategies for them. <p>§ All the resources listed above and also relevant ones from the Grade I and Grade II lists.</p>
B. Vocabulary Building	39. increase their repertoire of	§ Have students set up their Word Banks from	§ Blank graphics for

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	<p>words and achieve ownership of these words by applying the vocabulary building strategies learned in Grades I and II</p> <p>40. identify and read with understanding key vocabulary encountered in reading</p> <p>41. use contextual and other clues in sentences [e.g. definitions, information included in parenthesis, restatements, synonyms] to determine the meaning of unfamiliar words</p> <p>42. use Word Banks productively to record and make note of the meanings of new words encountered in reading</p> <p>43. use dictionary, thesaurus, Word Bank as sources for checking definitions and word meanings</p> <p>44. identify synonyms, homonyms and antonyms where they are used for important purposes in texts and begin to use these terms appropriately</p> <p>45. show understanding of an increasing number of synonyms, homonyms and antonyms</p> <p>46. extend vocabulary by</p>	<p>early and set activities that will allow them to use the Word Bank to record new words learned and for various vocabulary building exercises.</p> <p>§ Create interesting activities that help students achieve ownership of new words learned. The following activities can be used and modified as necessary.</p> <p>§ Have students brainstorm to generate the words they use most often [in speaking and writing] and list them in the class Word Bank. Individual students will also list the personally significant words that they use in their writing and planned oral presentations in their individual Word Banks.</p> <p>§ Create cloze exercises from passages used in a given week and eliminate high frequency words in some of them. Have students insert the words that should go in the spaces. Do the same for new words encountered. In the case of the latter, a list of words could be provided at the top of the page from which students should make their selection. Set up the task so that the student can use a word only once.</p> <p>§ The above activity can also be done with reading materials from across the curriculum. Have students include these words in their Word Banks also.</p>	<p>showing word families.</p> <p>§ Pasted up charts of hierarchical arrays that show word relationships / word families. See <u>Teachers' Guide</u> for an example</p> <p>§ Individual sheets with cloze exercises.</p> <p>§ Charts with letter clusters and word lists.</p> <p>§ A dictionary and a thesaurus for reference or access to both in the school library.</p> <p>§ Charts with "specialized" vocabulary from subjects across the curriculum.</p> <p>§ Picture charts for students to isolate word images from reading selections and describe the functions of adjectives, adverbs, nouns, verbs.</p> <p>§ Charts showing word class functions in relation</p>

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	<p>identifying and making productive use of technical terms from subjects across the curriculum</p> <p>47. increase their understanding of multi-syllabic words and words with complex clusters [e.g. - ough; -tion; -igh] encountered in their reading and use the strategies they have learned to achieve ownership of these words</p> <p>48. decode words with silent letters e.g gn- (gnome); kn- (knee); - mb (lamb); wh- (when); -sw- (answer).</p>	<p>§ For new words encountered, have students write out original sentences that illustrate the meanings of the words. These sample sentences should also be included in the Word Banks to which students should refer when they need to check vocabulary for writing.</p> <p>§ Teach students to use the dictionary and the thesaurus.</p> <p>§ Have students list all the new words they learned for the week. Let students work in groups of four and create families for these words, using a graphic organizer. Work with groups and get them to add some of the high frequency words that they know to the word families. Have students talk about the ways in which the words are related.</p> <p>§ During group and shared reading explain to students that writers use language to create pictures in the minds of readers. Explain that they use nouns and verbs to do that. Help students begin to identify the ways in which nouns and verbs are used to create pictures. For a vocabulary building exercise select a short extract of a descriptive text. Photocopy the extract for students. First read the selection with the students and tell them that they must find the words, especially the nouns verbs, adjectives and adverbs that create pictures in their minds. Let the students work individually to highlight the words that create</p>	<p>to specific text samples read e.g. a few sentences from a reading selection.</p> <p>§ Samples of students' writing in which they use words to create images.</p> <p>§ Charts with homonyms that are generated by the class in discussion.</p> <p>§ Art materials for students to illustrate their humorous homonyms.</p> <p>§ Humorous selections that use homonyms and play with words in different ways so students can listen and discuss.</p> <p>§ The resources in the listening corner. Develop as new exercises generate new materials e.g. the humorous homonyms.</p> <p>§ Illustrations from stories that visually represent the word pictures created in a text.</p>

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		<p>pictures in their minds. Have them write down the words / phrases at the bottom of the page. Let students work in pairs and give reasons to their partners as to why they selected the words they did. Then let students write out the functions of the words [e.g. <i>Three long, mournful notes sounded on the horn was Jim's signal. He got up quickly and stealthily raised the shutters...</i>] students identify <i>long</i> and <i>mournful</i> as adjectives that describe the notes. They can go on to identify <i>quickly</i> and <i>stealthily</i> as adverbs that describe Jim's movements. Let students continue to work in pairs to work through the selection and identify the functions of the adjectives and adverbs. Let them identify the nouns that they think are most vivid and the verbs that are exact. Students can add the words and functions in their Word Banks. Give students an opportunity to discuss what they noticed about the use of the words and to say why they found particular words and phrases appealing. [Link with grammar objective]</p> <p>§ Make a list of clusters, including those that are unusual in English and those with letters that never occur together in English. Have students put the clusters from the list into categories that show: <i>those with letters that always go together / sometimes go together / never go together / often go together</i>. Monitor the activity and have a class discussion. Have students actually list words they know in</p>	<p>§ All the other resources listed in the foregoing sections.</p> <p>§ Relevant resources from the Grade I and Grade II lists that can be used here. Adapt as needed.</p>

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		<p>which the clusters occur.</p> <p>§ Raise students' awareness about homonyms [words that sound alike but mean different things e.g. <i>see / sea; spear / spare</i>]. Brainstorm with students to make up a list of homonyms. Include funny ones also. Play the <i>homonym bingo game</i> by setting up teams consisting of four students. Call out a pair of homonyms and students must write out two sentences [give a time] that show the different meanings. Sentences that are well-formed get three points each. Students lose marks for sentences with inaccurate grammar and spelling. Decide on the number of pairs you will use for a game.</p> <p>§ Have students do a <i>homonym cloze</i> exercise. Select a passage / or make up one that would use homonyms in the list generated as well as others. Have students insert the correct selection from the list. This can be done as an individual exercise.</p> <p>§ Find homonyms that suggest potentially funny images e.g. <i>witch / which; bear / bare</i>. Have students make up a sentence in which they use the pair in a humorous way. Have them draw and illustrate a picture based on their sentences. Allow time for sharing with the whole class and for Q and A session among the students.</p>	

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		§ Have students make up poems and stories in which they use words in unusual ways and for humorous purposes. § Give an occasional spelling quiz or dictation, using a selection of high frequency words as well as some new words that use known rules.	
C. Reading and writing connections	49. increasingly use reading as a resource for their own writing 50. apply with greater confidence what they have learned about textual strategies to their own writing 51. begin to use a reading journal [to record observations and ideas] as a resource for writing	§ Have students write different endings to the stories they have read [Narrative] and then write a short explanation [Expository] as to why they ended the story in the way they did. § Have students write sequels to selected stories that they have read [Narrative]. § Let students write a letter to the author of a book saying whether they liked it or not and asking some questions about things they wanted to find out [Personal response / letter writing]. § Have students pretend to be a character and write a letter to another character in the book [Letter writing] § Have students write blurbs for books they have read [Exposition / Description]. - [See selected activities under Section C-2 above. § Let students write advertisements for books they have read. Some of the blurbs can be shaped into advertisements [Persuasion / Exposition].	§ All the resources listed in the foregoing sections.

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		<p>§ In addition to the above, several of the activities used in the foregoing sections for developing reading abilities will be useful here as well. Most can be extended to include a writing component as a follow up to a reading activity. The following are summaries from activities presented earlier. Please refer to the relevant section for more complete descriptions.</p> <ul style="list-style-type: none"> - Writing in reading logs to record their titles of books they have read [lists and personal response]. - Writing an expository / descriptive paragraph following study / discussion of the structure of these text types and their organization. - Writing a folk tale, a fable, a poem following discussion of these in different reading sessions. - Expressing a point of view in response to one presented in a newspaper [Persuasive / Argument]. - Writing a play (or a scene for a play) based on a favourite book that was read and discussed [writing drama]. - Writing word games, including crossword puzzles based on high frequency words listed in their Word Banks. - Write character sketches based on characters in books they have read [exposition / description]. 	

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		<ul style="list-style-type: none"> - Write about the structure of a story they have read [Exposition]. - Write a comparison of two books / two characters/ a book and video version of the same [Exposition / description]. - Write a book report [Exposition]. 	
F. Attitudes and Interest	<p>52. show empathy with selected characters in literary texts that they read</p> <p>53. be focused and completely absorbed during independent silent reading</p> <p>54. show confidence in handling new texts and show willingness to tackle more challenging texts</p> <p>55. justify reading preferences and their opinions about particular texts</p> <p>56. search out additional texts by a favourite author</p> <p>57. use books as a major source of information</p> <p>58. show enthusiasm for reading activities that are part of the daily class routine</p>	<p>§ Create opportunities for students to make presentations from the <i>reader's chair</i> to read their own work or to read a selection from a book that they are reading and to talk about it.</p> <p>§ Set aside time for independent reading every day. Develop the reading corner by including materials of interest to the students as well as tapes that they can listen to and follow in their books as they listen.</p> <p>§ Have students complete a log of the books they have read.</p> <p>§ Have students write book reports, character sketches etc.</p> <p>§ Read while the students are reading, share your own enjoyment of reading with them / share appropriate bits from the book you are reading with them. Talk about your own response to the book that you are reading and answer their questions about the book.</p> <p>§ All the activities listed in the foregoing sections.</p>	<p>§ All the resources listed above.</p> <p>§ Teacher as a primary resource to:</p> <ul style="list-style-type: none"> - foster a love for reading - create an environment that is conducive to reading and to discussion about books - encourage students to engage in a variety of activities that will develop their understanding of the materials that they read and extend their interest in reading - provide feedback to students about their development in reading and to guide

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			<ul style="list-style-type: none"> their further reading - keep the reading corner well supplied with good reading materials for the students - help students to develop speed and fluency in reading - help students set new targets for reading.

III. General Learning Outcomes for Writing

By the end of Grade III students should be able to apply with success all the learning outcomes listed for writing at Grade II and in addition they should be able to:

1. show greater maturity in handling the variety of text types learned in Grade II
2. take risks with attempting more complex sentences in their writing and use them with greater accuracy
3. write for a variety of purposes including:
 - for personal pleasure and enjoyment
 - for personal communication with significant others
 - to provide information
 - to explain a process
 - to describe
 - to report
 - to entertain
4. select words for their appropriateness in conveying intended meanings
5. use Word Banks, the dictionary and the thesaurus with confidence in searching out the words that they need to convey the intended meaning in their writing
6. use process strategies to generate ideas for writing, to revise, proofread and edit their work
7. show maturity in handling the conventions of writing
8. use strategies learn to spell and remember the spelling of difficult and unusual words
9. use grammatically correct and more complex sentences in their writing.

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<p>III. Writing</p> <p>A. Writing for different purposes</p> <p>A – 1. Writing for self / for personal pleasure and enjoyment</p>	<ol style="list-style-type: none"> 1. apply the skills indicated in the learning outcomes for Grades I and II 2. begin to use a diary for recording personal information 3. use other forms of writing for self, e.g. lists and notes for accomplishing everyday tasks 4. use their journals to record the poems and stories that they write 	<ul style="list-style-type: none"> § Use appropriate selections from diary works for critical reading and discussion and to examine formats for diary entries. § Have the children work in groups to write “To Do” lists for daily classroom routines or for preparatory work to set up experiments in other subject areas. Review the lists and use them to teach ordering of tasks in terms of priority. § Use expository paragraphs that explain a process / how to do something and have the children represent the information in the form of a (numbered) list. § Organise library sessions during which children search for information about a topic or a set project and have them make notes from selected sources. § Teach students the principles of note making, e.g. how to represent direct quotations or information taken from sources. Teach them how to paraphrase. § Create a time for shared reading of creative work from journal entries. Have listeners make notes of their responses and use them to give feedback to readers. § Organise an hour for shared reading and commentary on their creative writing. Have the children work in pairs or small groups and exchange chosen selections from their journals. Let partners read the selections and write comments on them for giving feedback. § Create a checklist with important areas students should consider in giving feedback 	<ul style="list-style-type: none"> § Reading selections from diary works for children, for example, appropriate selections from <u>The Diary of Anne Frank</u> and <u>The Secret Diary of Adrian Mole</u> as well as examples from the writing of children that they would like to share. § Expository paragraphs / passages from subject areas across the curriculum that lend themselves to representation in different formats. § Reading resource materials on a range of topics, especially those relating to projects assigned. § Task boards management procedures. Varying activities among small groups, whole class and individuals; (cardboard or plywood (2x 3 ft.), felt and Velcro for making task boards). § Teaching resources for: <ul style="list-style-type: none"> - ways of managing tasks to allow for individual and small group activities - ways of managing space to allow for different activities and use of

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		on the writing of their classmates	activity centers - creating task boards and activity centres. [See TG for suggestions.]
A – 2 Writing for others – A – 2.1. writing for chosen audiences and for communication with others	5. decide on the audience for their own writing and identify the intended audience for the writing of others 6. write for different audiences e.g. peers, teachers, family members, friends, the student population in their school 7. write personal letters – both friendly and formal 8. write greeting cards and letters to mark different occasions and events – invitations, apology, sympathy, birthday, welcome, thank you 9. write simple notices of events 10. write an address and a return address on an envelope 11. write notes of various types, e.g.: <ul style="list-style-type: none"> • telephone messages • notes giving directions and brief instructions • brief explanations 	§ Select reading extracts in which the children can clearly identify the intended audience. Have guided reading sessions in which students discuss the extract from the point of view of the appropriateness of the information for the intended audience. § Decide on one (or two) upcoming popular / important school events for setting project work and varied writing activities. First discuss with the class the purpose of the event, its tradition as well as school plans for celebrating the event. Discuss contributions the class will make to the event. Use written brochures, news clippings, other types of information about the event in previous years. Brainstorm for ideas about what the class will do in the current year for the event. Organise writing tasks in which students have to write to different audiences about that event. For example: <ul style="list-style-type: none"> - friendly letter to a family member or friend giving information about the event and telling of plans for the current celebration - business letter to a company in the community to solicit assistance / support for the class activity / project for the event - posters to advertise the event 	§ Extracts from various sources that exemplify different types of writing, e.g. formal and friendly letters, thank you notes. § Poster paper for posters and notices. § Markers and coloured pencils, glue, unlined paper. § Clippings from newspapers and magazines. § Selected brochures using interesting designs and formats and good organization of information. § Examples of (real) posters and notices. § Examples of invitations (different types) and greeting cards for different occasions. § Materials from art and craft class for creating attractive posters. § Bristol board for creating oversized lists (setting out classroom routines) § Display board – designated area in the classroom to display completed work. § Good examples of street maps

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		<ul style="list-style-type: none"> - notices giving information about the event. § Teach the children the letter format, both business and friendly. Teach them how to write addresses in the letter and on the envelopes. Bring in samples of addressed envelopes and letters. Have students work in small groups to examine samples and to come up with a list of their observations about formats and styles. Let groups create short lists with important points for display in the class. § Organise small group work to create posters and notices. Use samples for critical reading and discussion of the language of notices (and posters). Have students write out the text for the poster / notice and use process approaches to revise and edit. Link with art classes to create designs for posters. Display student work – use real situation of school event for activities like this to create real audiences for their writing § Bring in examples of greeting cards that express particular sentiments, e.g. sympathy, thanks. Discuss the language of the greeting card. Have students work in small groups to create greeting cards for a special event or occasion. Link with art and craft class for art-work. § Let students represent the same information in a letter to a particular person. Compare the difference between the letter of the language and the greeting card. § Use an actual street map or sketch of a street 	<ul style="list-style-type: none"> or maps made up by the class in Social Studies. § Strips of paper for writing clues for treasure hunt game. § Class organization: two, three or four teams for participation in game plus one team to work with teacher as judges of good sentences, correct grammar and to award points. Individual to record teams' points on the chalkboard, a timekeeper. § Clippings from newspapers and magazines as examples to stimulate critical reading, discussion of text type, uses of captions, headings etc. § Examples of labels from food and other containers. § Interesting stimulus sentences for use as opening sentence of a composition.

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		<p>map as a stimulus for getting students to give directions (both orally and in writing)</p> <p>§ Set up a game with teams to give children practice with sentences that give clear directions. Write deictic (directional) words and phrases on the chalkboard [e.g. turn right / left; proceed along X street; opposite Y; walk along; continue north along ... etc]. Link with Social Studies. Maps with compass points indicated can be used for this purpose. Have both groups study the map and set problems, i.e. ask the opposing team to give directions for getting from Point x to Point Y by the shortest /longest route. The team gets a point for each clear direction given and 2 extra points for giving the shortest / longest route. Deduct one point for each ungrammatical sentence / unclear direction. Set the game for three to five turns for each team. The team with the most points at the end wins. Create interest by limiting the time for a response – if time is exceeded one team loses its turn (and possible points) to the other. Create variations – e.g. the treasure hunt - in which each team writes clues and the finding of the treasure depends on the correct interpretation of the clues. Points are deducted for bad clues. Each team has a turn to set up the hunt and to be the searchers.</p>	
A – 2.2. Writing for school purposes	<p>12. begin to organize writing in paragraphs</p> <p>13. write an expository paragraph to:</p>	<p>§ Teach the structure of the paragraph. To get students to focus on a central idea and supporting details use a picture as stimulus. Have students talk about what they see. Elicit some ideas about the central idea of the</p>	<p>§ Good examples of paragraphs. Select different types depending on the focus of the lesson.</p> <p>§ Large pictures for use as</p>

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	<ul style="list-style-type: none"> • give information • explain a process • give instructions • give directions • write an account of an event • write an account of an event / or a report based on a series of sequential pictures • write a report of an experiment <p>14. write signs, labels and captions</p> <p>15. represent the information in a simple chart in paragraph form</p> <p>16. search for information about a selected topic and make notes about it</p> <p>17. complete some forms, e.g. an application form to join the library</p> <p>18. use notes to write a paragraph about a selected topic</p> <p>19. write an article for the class or school newspaper</p> <p>20. use a simple outline for an expository paragraph</p>	<p>picture. Ask students to make up a sentence that expresses that idea. Write their suggestions for sentences on the chalkboard. Have them discuss which of the sentences is best and why. Use the best sentence and then ask them to find details in the picture that support the central idea. Have them express their ideas in complete sentences and write them down. Again, have them discuss the supporting sentences that present the most important details. Let them work as individuals or in small groups to write a paragraph in which they arrange the topic sentence and the details in the best order. Allow for sharing and feedback of the paragraphs. This can be set up as a group game in which you give points to groups for the best organization of the information in a paragraph. Select the criteria to be rewarded based on the teaching points you focused on in the lesson.</p> <p>§ Take students on a walk in the neighbourhood to observe and make individual lists of the signs. Have them design (temporary) signs for designated centers in the classroom / areas in the school.</p> <p>§ Extend students' use of the expository paragraph. Teach them how to develop an expository paragraph from a topic sentence.</p> <p>§ Write the word <i>Expository</i> on the board and discuss what it means. Bring in good examples of expository paragraphs (suitable for the age group from their English language texts and from text books in other subjects) for</p>	<p>stimuli to help students focus on central theme / idea and supporting points.</p> <p>§ Pictures in series for use as stimuli in writing a short report in a paragraph.</p> <p>§ Examples of blank forms (from the library, simple travel forms e.g. the LIAT form).</p> <p>§ Charts from other subjects with information students need for use in transforming information into different format, e.g. information from a paragraph into a chart or Table and vice versa.</p> <p>§ Large sheets of paper on which groups can write a sentence each to create a "stand up" paragraph.</p> <p>§ Support materials from other subject areas, for example, the experiments from the Social Studies class. Use these as stimuli to generate good explanatory or informative paragraphs.</p> <p>§ Objects to be used as stimuli for discussion, generating appropriate words and writing descriptions.</p> <p>§ Colour charts to identify exact names of primary and secondary colours and colour</p>

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	21. work with classmates to write group reports 22. use exact words to describe colours and different shades of colours in their writing 23. use comparative language to express similarities 24. use contrastive language to express differences 25. use exact language to describe shapes and sizes of objects in their writing 26. use specific language to convey sensory impressions [i.e. words that appeal to the five senses – sight, hearing, touch, taste and smell] in descriptions 27. write descriptions of real and imaginary scenes, of favourite people, places, objects and animals 28. select and use words that describe different feelings 29. write titles for stories 30. write in their own words a story that they listened to or read, a fable, folktale, myth, absurd story or tall tale 31. make up a new plot for a story	critical reading and discussion of the elements of the expository paragraph. Let small groups work with one or two examples of paragraphs to come up with lists of features that they observe. Try to lead students to a clear understanding of the features of the paragraph. § Use activities from other subjects across the curriculum (e.g. Science, Health Science, Social Studies) to provide authentic purposes for writing expository paragraphs. For example, observation of seed germination in a jar that has been set up as an experiment can provide the topic for a paragraph giving information about this process. § Use pictures in series as stimuli for students to write a paragraph reporting what happened. § Use a checklist of questions to guide students in their assessment of expository paragraphs; e.g. use examples from a former class. Include checks for a central idea and supporting details. Have students work in small groups and individually to use lists to critique samples of paragraphs and their own paragraphs. § Use the <i>paragraph person</i> – a stick figure with a big balloon head in which students will write the main idea and limbs (and trunk) for supporting details. § Use clusters also (spidergram) with the main idea in the center and smaller circles linked to main one to show graphically the distinction between central idea and supporting details. Have students use one of these (and other graphic organizers) to organize their	combinations. § Blank Venn diagrams to have students organize their ideas that are similar and different – for use in writing a comparison. § Material from Social Studies classes and simple experiments from Science. For example, material used for seed germination (clear jar, blotting paper, seeds). Selected others done in Science as the stimulus for writing expository paragraphs (informative and explanatory) § Varied sets of picture series that show a sequence of events and allow for writing a simple report. § Large stick figure drawings on sheets of paper to help students differentiate between central idea and supporting details in a paragraph. § Objects for observation and used as stimuli for descriptions and for eliciting vocabulary that appeals to the senses (sight, hearing, smell, taste, touch). § Bristol board for writing up word lists, connotations for student reference in writing

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	<p>that they have read or listened to and write the new version of the story</p> <p>32. extend the plot of stories they have read by writing down one or two new events or episodes</p> <p>33. write original tales e.g. fairy tales and absurd ‘tall’ tales</p> <p>34. use dialogues to enhance characters in their stories</p> <p>35. write a simple dialogue about an event</p> <p>36. write imaginatively about objects, e.g. what a particular object would say if it could talk</p> <p>37. begin to write different types of poetry, e.g. the haiku</p> <p>38. write simple rhymes, chants and limericks</p> <p>39. write lyrics for songs</p> <p>40. make up new endings for familiar limericks</p> <p>41. begin to write skits or short plays</p> <p>42. select words carefully to convey the intended meaning in their writing</p> <p>43. select connectives – linking words - to express the</p>	<p>information before writing.</p> <p>§ Use actual school and community events to select topics for writing and to teach different types of writing (see suggestions above for posters, notices and paragraphs). Have children also suggest topics that they want to write about. Project work will allow scope for children to select different topics for writing.</p> <p>§ Teach the children to write descriptions. Take the class outside or to a popular site (link with a field trip). Before the children go out ask them to pay attention to what they see, hear and smell. Have them pay attention to how the things that they touch feel and to the taste of foods they may sample. In class have children take turns to tell the class about their observations. Ask children to use exact words to talk about colour, sound etc. Write lists of words on the board that convey sensory images (hearing, smell, sight, taste, touch). Link with a vocabulary building exercise in which the class (or small groups) finds synonyms for selected words in the list. Let students write their descriptions of the place they visited, using the vocabulary they generated in their oral presentations as well as from the word lists on the board. Set up small groups to review the writing of individuals and to give feedback. Use process approaches to guide the revision and editing of paragraphs.</p> <p>§ Introduce key words that are related to the senses e.g. - sight: <i>looks like, visible, sight,</i></p>	<p>descriptions.</p> <p>§ Large note book for class Word Bank and exercise books for use by individuals.</p> <p>§ A good selection of rhymes, limericks, poems (include examples of haiku, poems with end rhymes etc) about a variety of topics for discussion and as stimuli for children’s own writing.</p> <p>§ Charts with simple story maps as aids for teaching the structure of narratives and for display on the wall as reference.</p> <p>§ A selection of appealing songs, tapes.</p> <p>§ Preprinted pages with lyrics of songs to be listened to and discussed.</p> <p>§ A tape recorder (and / or CD player).</p> <p>§ Headphones for individual work (if possible).</p> <p>§ A drama resource centre (use what is available in school or develop a small class centre) for dressing up for skit presentations etc.</p> <p>§ Charts for wall display to show functions of different connectives / linking words.</p> <p>§ A class reading centre with a</p>

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	<p>appropriate relationship between clauses and sentences; use appropriate transitions between paragraphs</p>	<p><i>view, see; vision</i></p> <ul style="list-style-type: none"> - hearing: <i>listen, hear, sound, audible</i> - touch: <i>feels like, feeling, sensation</i> <p>§ Introduce words that evoke the senses: e.g. [smell: - fragrant; smoky, fresh]; [taste:- bitter, acid, spicy, salty etc.]. As a word building activity have students find words that have similar meanings, that have connotations related to sensory words e.g. for <i>walk</i> – stroll, saunter, strut. Link with vocabulary building exercise link with outcomes listed under Section D below for integrating writing, spelling and vocabulary use and with Section D – reading outcomes (p.45)..</p> <p>§ Bring in examples of good descriptive paragraphs. Discuss the use of exact words and words that appeal to the senses. Have students work individually or in small groups to read one or two paragraphs using a checklist of features (you have developed with the class) to give their response to the writing. They can write the response in a paragraph that they will use as a basis for telling the class about their response to the paragraph.</p> <p>§ Bring in an object (large enough for the whole class to see and striking enough to generate comments from students). Ask students to find words that express how the object looks. Write their answers on the board. Discuss the words they selected and help them to distinguish between words that are general and others that are more specific. For</p>	<p>good selection of stories, poems, rhymes, limericks,. Songs and best extracts of paragraphs and passages used as stimuli for teaching concepts.</p> <p>§ Charts with lists as mnemonics for guidance in writing, revising and editing work.</p>

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		<p>example, explain that a word like <i>nice</i> does not give exact information about how something looks. Ask them to come up with concrete examples that can create an image. Ask them to think about words that give an image of the size, shape and texture of the object. Have them write sentences in which they use words from the lists you have written on the board during their brainstorming about words. In subsequent lessons have them find exact words that appeal to the other senses. Have them write a paragraph in which they organize their sentences in the best order. Allow time for sharing, revision and editing.</p> <p>§ Select an appealing song as a listening stimulus. Have preprinted sheets of paper with the lyrics printed on them but set up as a cloze activity with the rhyming word in every other line missing. Children listen and insert the correct word. Follow with of the features of the song's lyrics. Let students' have a go at writing their own lyrics for a song. They can work on this for extended work / homework and present / perform for the class in a subsequent lesson</p> <p>§ Develop the class reading centre by including large print copies of best extracts and paragraphs used as stimuli for teaching concepts for writing.</p>	
B. Using process strategies for shaping their writing	<p>44. apply the process strategies indicated for Grades I and II</p> <p>45. brainstorm to generate ideas for their writing</p>	<p>§ Use process strategies as a basis for getting students started with a writing assignment.</p> <p>§ Use brainstorming as suggested in the examples in the foregoing sections.</p> <p>§ Use picture stimuli also as ways of getting</p>	<p>§ All the resources listed in the foregoing sections.</p> <p>§ Charts illustrating use of clusters as organizing graphic.</p> <p>§ Charts showing simple outline</p>

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	46. use a cluster or and an outline to organize their ideas and plan a draft for a composition 47. revise their writing to improve the organization of ideas, word choice and clarity of sentences 48. share their writing with classmates and respond to feedback given on it 49. comment both verbally and in writing on the compositions of their classmates 50. edit their writing to produce a good final product 51. begin to use the computer and appropriate software to compose, revise and edit 52. use their artwork to illustrate their writing 53. prepare their writing for publication in the class or school magazine or in the authors' wall space in the class / school	them to focus on a topic and to generate ideas about the topic. § As a warm-up activity before writing – ask students to share what they know about the topic. Discuss the topic itself to find out its focus. § Use clusters, outlines, blank Venn diagrams as graphic organizers to help students organize their ideas for writing. § Allow time for sharing what they have written. Let partners read and comment on the compositions of each other. Work with the students to create checklists that guide them to look for the important features of good compositions and to detect weaknesses. Allow time for feedback and discussion (in pairs, small groups or whole class. Vary interaction patterns depending on the task). § Organise a session with the computer instructor to help students use aided writing software productively to guide them to improve their writing. Link with computer studies. § As part of project work get students to work in groups to put together collections of their best work. Guide them through the selection process, the illustration, compilation and display processes. Link with art classes.	format. § Large charts with question prompts for guiding critical reading of their own compositions and those of others. § Access to school / class computer and software for guided support in revising compositions. § An art corner. Link with regular art and craft class to develop this. Materials for illustrating their work [e.g. coloured pencils, glue, finger paints, water colours, paint brushes etc.] § Materials for collating best written work into “books”. Example: Binders or ribbon, cardboard or firm sheets for covers, glue, stapling machine etc.
C. Using appropriate writing conventions	54. show mastery of the writing conventions learned in Grades K- II 55. show greater control of handwriting	§ Use editing time to emphasise good handwriting skills. Let students use double lined exercise books for hand writing practice to achieve greater control and legibility. § Teach punctuation points as part of the writing process. Use examples from children’s own	§ Appropriately lined exercise books for guiding handwriting. § Charts illustrating functions of punctuation marks for display. § Individual punctuation marks

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	<p>56. use more uniform spacing between letters and words</p> <p>57. shape letters with greater evenness</p> <p>58. punctuate sentences correctly, using full stops, question marks, exclamation marks, comma, inverted commas to mark dialogue</p> <p>59. use the apostrophe to show contracted use of selected words [e.g. don't; won't]</p> <p>60. use paragraph format to organize text</p> <p>61. use appropriate names for punctuation marks.</p>	<p>writing as teaching points and to introduce new punctuation marks to be learned.</p> <p>§ Teach the appropriate use of the full stop.</p> <p>§ Use actual short conversations or dialogue from their stories or from stories being read to illustrate the use of inverted commas.</p> <p>§ Set up a game, <i>Punctuation Bingo</i>. Write out on large pieces of paper for use by individuals, pairs or small groups, or on the chalkboard for whole class activity (five or ten sentences without capitalization or other punctuation). Use good examples that call for the punctuation marks you have taught. Have children work in teams (pairs or small groups). Have a box with punctuation marks. Both teams get a chance to read through each sentence once. They then call for the marks they think they need to punctuate the sentence. When you say the word have the teams work quickly to punctuate the sentence (Allow one minute per sentence). They can only use the marks they asked for. At the end of the time allowed have partners check each other's sentences and award one point for each mark used correctly. A team loses one point for every misused mark and for a mark they needed but did not claim. The team (or pair) with the most marks at the end wins. The game can be varied for whole class, small group or pairs. You can also allocate a small group to act as judges of the sentences and to allocate points. Monitor entire activity to ascertain that judges are allocating points and adding up points correctly. You can set up a</p>	<p>in a box for the bingo game.</p> <p>§ Large strips of paper with unpunctuated sentences for use in the game.</p>

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		competition, keeping the same teams and running the game over a term or half term until you have covered the marks. The team with the highest cumulative scores over the term is the champion.	
D. Vocabulary use and Spelling	<p>62. show mastery of the skills and strategies learned in earlier grades</p> <p>63. use Word Banks to incorporate new words learned and to use sentences that illustrate their meanings</p> <p>64. use and spell correctly (in their writing) high frequency words they encounter in reading</p> <p>65. be able to recognize common prefixes in words [pre-, un-, de-, re-, dis-,]</p> <p>66. use different prefixes to form new words from root words</p> <p>67. identify common prefixes and show how they change the meanings of words</p> <p>68. use spelling rules productively to spell words with different suffixes correctly; e.g. -er; -est; -able; (link teaching to grammar outcomes 75</p> <p>69. use suffixes to form new words from root words e.g. -er, -ly, -able, -ful, -less</p>	<p>§ Create lists of high frequency words students encounter in their reading. Have students work in groups to make up word families. Use a large cluster or semantic map to have them show relationships between words and word groups.</p> <p>§ Have students make regular entries into their word banks. Have them write one or two sentences to illustrate the meanings of new words that they learn and include in their Word Banks. Encourage them to use these words in their compositions.</p> <p>§ As a whole class activity: list common prefixes on the chalkboard. Go over the spelling and pronunciation of each carefully with students. Have a set of each of the prefixes written on to Bristol board with tape at the back for sticking in place on the board [alternatively, if you are using a metal marker board, use magnetic letters that can hold in place on the board]. Write down a list of root words, a column for each set that takes a different prefix. For example, write down examples of words that take <i>pre-</i> in one column e.g. [<i>mature</i>, , <i>caution</i> etc.] and root words that take <i>un-</i> in another column [e. g. <i>lucky</i>, <i>tidy</i>, <i>do</i>, <i>able</i> etc.]. Do the same for each of the other prefixes. Have the prefixes mixed in a box. Invite volunteers to come up,</p>	<p>§ Note books / Exercise books for Word Banks.</p> <p>§ Bristol board for making up a variety of charts as aids.</p> <p>§ Marker boards and magnetic letters to form compound words and new words with prefixes and suffixes.</p> <p>§ Markers, scotch or masking tape for attaching cards to chalkboard or wall</p> <p>§ Wall posters for listing root and base words [use as aids in several activities]</p> <p>§ Halves of 8 x 11 sheets of paper for writing on affixes, e.g. prefixes, word endings -s; es; other suffixes.</p> <p>§ Thicker cards 8 x 11 for showing root words and base words in word-building activities.</p> <p>§ Flashcards.</p> <p>§ Posters with synonyms and antonyms.</p> <p>§ Charts to show word families – collected around topics students encounter in different subjects.</p>

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	<p>70. use suffixes productively to change the class of a word</p> <p>71. recognize and make up compound words</p> <p>72. use strategies for spelling</p> <p>73. identify homonyms, distinguish their meanings in context and use them appropriately in their writing</p>	<p>select a prefix and match it with a word in a correct list. Have the volunteer explain the meaning of the word before the prefix was added and the meaning after. Ask other students to help and to provide assistance. This activity can be varied to have students interact in pairs. Have large pieces of paper or Bristol board with the root words on (one word per piece of paper). Partners take turns to select prefixes and add them to the appropriate root words. Extend activity by having children write sentences in which they use the new word to illustrate its meaning. As an additional on-going activity, have students find other root words in the materials they read in all subjects and add them to their Word Banks. [See suggested activity for homonyms in Listening section, p.25]</p> <p>§ Extend activity to introduce other prefixes, e.g mis- (mistake, misbehave); anti- (antisocial; antibiotic); non- (nonsense); ex- (exchange; export)...</p> <p>§ Include in your lists other words that begin with the same letters as in the prefix but are not prefixes in words; e.g. <i>read, uncle</i> Ask students to draw columns on their exercise books and separate the words that use prefixes from those that are not prefixes. You can set this up as a group or pair activity also.</p> <p>§ Use your word lists with prefixes to help students make up new words with opposite meanings (i.e. antonyms). Set up a list of root words and have a collection of prefixes available. Ask students to select a prefix to</p>	

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		<p>make a new word that is opposite in meaning from the root word. Let students put up the pair words on the board. Set up as a game with teams in which each team should generate as many antonyms as they can in a set amount of time.</p> <p>§ Follow through with the antonym activity to teach synonyms. Have students find words with similar meanings for each of the antonyms they generate. Help students to achieve ownership of new words learned by having them talk about the meanings and using them in their own oral presentations and writing.</p> <p>§ Link Outcomes 68 and 76 to teach comparative and superlative forms of adjectives. Choose a small set of words to which -er and -est can be added and discuss how the meaning of the word changes with the addition of each suffix. Make another short list of words ending with the letter -e (e.g. ripe), words with short vowels (e.g. fat), and words ending with the letter y. Have students apply the suffix in each case and discuss how the spelling changes in each. Introduce larger word lists with more examples. Have the students work in pairs or small groups to spell the words correctly when the suffix is added. Set up as a game with points to create more interest. Follow up with a lesson in which you help students to find adjectives that are exceptions (e.g. <i>good, better, best</i>).</p> <p>§ List a small set of root words that form new words when suffixes are added to them. For</p>	

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		<p>example, care <i>-ful</i>; life-<i>less</i>; like-<i>ly</i>; Find examples for each suffix. Introduce activity by having students match suffix to appropriate root; talk about the meanings and illustrate with examples. Ask students to give examples and provide some too. Ask students to find other root words to add to the list. Let them identify words that can take two different suffixes and discuss how the meanings change when each suffix is used [e.g. care-<i>ful</i>; care-<i>less</i>]. Link word formation with suffixes with grammar lesson on word classes [See Section E]. Discuss how the suffixes change the word meanings, Have students write sentences to illustrate meanings.</p> <p>§ Extended activities</p> <ul style="list-style-type: none"> - set up a word hunt activity in which students find examples of words to add to the list. - Provide examples of base words and ask students to form new words by adding appropriate suffixes - Make up a matching game with teams in which teams get one point for each new word they generate and two points for each sentence they write, using the new word correctly. <p>§ Strategies for spelling – e.g.:</p> <ul style="list-style-type: none"> - show students how to use self-questioning (through modeling) to relate new words to unknown words that have similar patterns 	

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		<ul style="list-style-type: none"> - sounding out words in parts; help students to segment words into manageable syllables - recognizing smaller words (that are familiar) within longer words § (See <u>Teachers' Guide</u> for additional activities)	
E. Grammar	74. show increased understanding of grammatical concepts through their use of correct grammar in their sentences 75. use noun plurals correctly 76. use adjectives, including comparative and superlative forms appropriately in sentences 77. use possessive forms of adjectives appropriately 78. use the continuous form of the verb (-ing) and spell verbs in the continuous tense correctly 79. attempt to write more complex sentence patterns in their compositions 80. show increasing mastery of the appropriate use of the following forms of verbs: <ol style="list-style-type: none"> a. present continuous b. present habitual c. be and have in both present and past tense 	§ See suggestions for word-building with suffixes <i>-er</i> and <i>-est</i> in foregoing section. § Link lesson on noun plurals with spelling of plural forms – adding <i>-s</i> and <i>-es</i> . § Set up different columns to list nouns that take different forms for plurals e.g. those that take <i>-s</i> ; <i>-es</i> ; irregular forms (e.g. tooth / teeth) those that require a change in spelling (hoof / hooves) etc. Have endings printed on cards. Students use cards to show which forms take particular endings. § Prepare cards with nouns written on them – one noun to each card. Have students work in groups and have a large number of cards for each group. Place cards face downwards on the desk / table. Have students turn cards over one at a time and sort them out in piles (right side up) according to the way the plurals are formed. Have each come up with sample sentences in which they use some of the plural forms accurately. § Select a story that has many examples of the present continuous tense. Have students read the story to find all the verbs ending in <i>-ing</i> that show action happening in the present. Have them search for other <i>-ing</i> words that are not in the present. Compare the verbs in context to determine the meanings they	§ Charts that show how selected suffixes] change the class of a word. Print suffix at the top of the chart between two columns. Put the base words in the left column and the generated words in the second. Make charts dynamic so that the suffixes can be changed. § Cards for sorting activity. § Well-chosen passages that exemplify grammar points being taught. § Cards with different noun endings for group and individual activities. § Recordings of stories that provide good models of the use of English. § Checklists with grammar points that students can use for revising their writing or as guides in making helpful comments on the writing of their classmates.

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	<p>constructions</p> <p>d. past</p> <p>e. future, using <i>going to</i> and <i>will</i></p> <p>81. show increasing mastery over:</p> <p>a. subject / verb agreement</p> <p>b. agreement of pronouns with their antecedents</p> <p>82. distinguish between the use of possessive <i>its</i> and contraction <i>it's</i> and other homophones that cause grammatical confusion e.g. <i>there, their; there's theirs</i></p> <p>83. use a grammar checklist as an aid to identifying errors during revision of their writing and in the writing of others</p> <p>84. proofread their writing to ensure accurate use of grammar</p>	<p>convey in the story.</p> <p>§ Make up two lists of words, one list that forms the present continuous by adding –ing and another list which prohibits the use of –ing in the present continuous, e.g. know (I know versus I am knowing; like versus I am liking).. Have students work in groups to sort out the verbs that take the –ing ending from those that do not. Have individuals write out sentences in which they use verbs from both lists.</p> <p>§ Choose an extract from a story children are reading. Select an extract that uses examples of pronouns (<i>he, she, it, they</i> etc.) Retype the extract removing the pronouns and repeating the actual names referred to every time. List the pronouns on the board. Ask students to read the passage first with all the name references. Ask them to remove some of the references that make the story sound odd. Present the list of pronouns and work with the children to select pronouns to replace the name references. Follow with independent work on a pronoun cloze exercise. Again select a reading passage and eliminate all the pronouns. Write a list of pronouns on the board and have students select from the list to complete the passage.</p>	
F. Attitudes and Interest	<p>85. show interest and enthusiasm in writing</p> <p>86. engage in word / language play for fun and to extend their awareness of language [e.g. use</p>	<p>§ Bring in interesting samples from the newspaper, the funnies / comics for sharing and discussion of interesting usage.</p> <p>§ Link critical reading and writing activities so that reading can be used as a stimulus for writing and children's writing is a basis for</p>	<p>§ All the resources listed in the foregoing sections.</p> <p>§ Available technology.</p> <p>§ Good recordings of songs, plays, stories.</p> <p>§ Actual events in the school</p>

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	<p>of puns, jokes, selecting names for characters that reflect their dominant traits]</p> <p>87. show increasing interest and engagement in writing for self and others and for pleasure</p> <p>88. show increasing commitment to writing across the curriculum to complete a range of assignments</p> <p>89. show interest in using available technology to record their writing</p> <p>90. use available technology [and self-instructional programs] to improve weak areas of their writing</p> <p>91. use the available technology to enhance their work that is intended for display</p> <p>92. work on projects that incorporate all the domains of the language arts</p>	<p>discussion, reading and commentary.</p> <p>§ Display children’s work, involve parents in discussion about their children’s work and progress and provide suggestions on ways in which they can provide positive support for children’s homework tasks.</p> <p>§ Schedule time for writing conferences with students. Use the writing conference to go over the student’s portfolio and to discuss progress. Give the student guidance on ways in which writing skills can be improved.</p> <p>§ Use thematic units to integrate domains so that students can see the relationships between domains of the language arts. [See Teachers’ Guide. For sample units.]</p> <p>§ Encourage the use of computer technology where this is available. Guide students in its use as an aid to improving their reading and writing skills.</p> <p>§ Use thematic units that require application of key elements from all the domains of the language arts. See the <u>Teacher’s Guide</u> for sample integrated units.</p>	<p>and community as stimuli for project work or specialized tasks.</p> <p>§ Teacher as resource to:</p> <ul style="list-style-type: none"> - Help students set goals for learning - learn strategies for problem solving and to learn how to learn - give feedback to students on a regular basis - diagnose learning problems and address them in an effective way - provide good models of language for students - help students make good use of learning resources <p>§ help students develop positive attitudes towards learning.</p>

Suggested procedures and methods of assessment for Grades III and IV are presented at the end of this document. Please refer.

Curriculum for Grade IV

Age (9 – 10)

I. General Learning Outcomes for Listening and Speaking

By the end of Grade IV students should be able to apply all the learning outcomes listed for listening and speaking at the Grade III level and, in addition, the Grade IV student should be able to:

1. listen attentively and courteously while someone is making an oral presentation
2. listen to evaluate the views expressed by others
3. listen to determine the main idea of talks, speeches and other types of oral discourse
4. listen to detect the emotional tone of a speaker
5. identify non verbal cues as markers of emphasis and of a speaker's attitude
6. listen to distinguish between literal and implied meaning in oral discourse
7. give a short informative talk about a topic of interest
8. use school language (Standard English) to discuss content and concepts in subjects across the curriculum
9. use speech effectively, modulate voice, tone and speak clearly when giving an oral presentation
10. use a register that is appropriate to context and situation

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I. Listening and Speaking			
A. Interpersonal Communication A – 1. Communicating to interact socially.	<ol style="list-style-type: none"> 1. apply the learning outcomes listed for this domain at the Grade III level 2. listen attentively and courteously to oral presentations given by others 3. show awareness of and display ability to use conventional conversational principles during conversations with others 4. listen to determine the literal and implied meanings in a speaker's message 5. listen to detect the emotional tone of a speaker 6. use appropriate register [formal, casual] and choice of language required by the context and situation 	<p>§ Link with activities in drama. Select situations based on theme(s) in teaching units. If you are working on a thematic unit, you can set up different role-play situations in which you focus on selected outcomes. For example: Assume a unit on Animals.</p> <ul style="list-style-type: none"> - Situation: The family's pet dog hurt its paw. The child has to take it to the Vet. What happens when s/he gets there? Engage the students in discussion on Who (those present at the Vet's office); What (deciding the details of the incident to be related to the Vet and what happens at the office); When (the time of day of the visit); etc. The students can work in small groups to develop their situations. (The outcomes for focus: Nos. 3, 6). First provide guidance by going over the requirements of the outcomes. Develop a checklist with the important criteria that students need to give their attention. Then let the groups work on their situations. Groups present, other students use the checklists as guides to evaluate the presentations and give feedback orally to the groups. (Students can make notes during the presentations for giving feedback and a follow up activity can be linked with writing. Have students write up their comments in a paragraph. These can go into their portfolios. <p>§ Invite a visitor to the class to speak to the children on a selected topic (link with theme content). The visitor could be a Vet, someone</p> 	<p>§ A good selection of informative passages based on theme project being worked on by the class – in the case of the sample activity given - passages about pets / animals.</p> <p>§ Outlines of situations for stimulating oral work (these can be taken from thematic units that the class is working on).</p> <p>§ Tape recorder and tape for recording the speaker's oral presentation.</p> <p>§ Old telephones for use in role-plays and improvising conversations with different speakers.</p> <p>§ Question checklists that focus on specific criteria suggested by outcomes and for the use of students. For example, questions that help students focus on the emotional tone of speaker or on choice of register and language. [See the Teachers' Guide for sample checklists, questions</p>

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		<p>from the RSPCA or someone who breeds animals. Work with what your local situation offers. Prepare for the visit by having students read around the topic of the presentation, work in small groups to come up with a list of questions that they want to ask the speaker. Set some specific listening objectives for the presentation; have groups work together on a thank you speech. Groups can role play the Q and A session and get feedback from others in the class about the usefulness and well-formedness of the questions and the vote of thanks. The class can select the person to give the vote of thanks. Ask the student who is giving the vote of thanks to write down what he / she wants to say in point form. S/He should not read the vote of thanks but should use the points to recall the ideas. The presentation can be taped and played back later for discussion and other follow up activities based on it. After the presentation, set tasks for groups to discuss particular aspects of the presentation (e.g. Outcomes 4, 5, 6). Select a few key words from the presentation; replay the tape and ask students to listen for meanings of special words used in specific contexts. Tape the vote of thanks and replay it later – e.g. as stimulus for work on enunciation, and pronunciation. Link relevant parts of the activity with writing tasks (e.g. letter of invitation to the speaker, letter of thanks to the speaker, writing a summary of</p>	<p>and thematic units.</p>

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		<p>the presentation; writing a character description of the speaker; - Grammar – formulating good questions. Reading – informative passage related to the topic of the speaker’s presentation followed by more oral work - discussion.</p> <p>§ Use the telephone for simulated conversations in role-plays. Students must adjust language, tone and delivery of message according to listener, context and situation.</p>	
B. Listening and speaking to develop oral language for school (academic) purposes			
B – 1. Listening and speaking for enjoyment and to express a personal response	<p>7. apply all the learning outcomes listed under this domain at the Grade III level.</p> <p>8. listen to a variety of literary and other materials, e.g. poems, stories, songs / song lyrics to express a personal response</p> <p>9. participate in group choral activities e.g. choral speaking for classroom activities / school functions</p> <p>10. express views, feelings and opinions in discussions with classmates</p> <p>11. recount the events in a favourite story read or film viewed</p> <p>12. describe a favourite place /</p>	<p>§ Select the materials that you intend to use for listening tasks for the week. If you are using a thematic unit, you can select the listening materials around the theme of the unit. Select a range of materials that will appeal to boys and girls. Also, select materials with good content.</p> <p>§ [Outcomes 8, 9] Select a good poem that lends itself to group choral expression. Read the title of the poem to the students and elicit their ideas regarding what they think the subject matter of the poem will be about. Tell them they are going to listen to a reading of the poem. If you have a recording of the poem (from a previous class) use it or you may read it to them with expression. Set specific tasks for listening. First, they can listen for the central idea of the poem. Follow the initial listening with a general discussion about the central idea. Alternatively, have 3 or four</p>	<p>§ See the list of books in the <u>Teachers’ Guide</u> for sources for good poems and stories.</p> <p>§ Selection of audiotapes with poems and stories.</p> <p>§ Access to a VCR and monitor for video viewing activities.</p> <p>§ (Access to) a good selection of videotapes with good versions of stories.</p> <p>§ (Access to) computer, printer / word processor / photocopier.</p> <p>§ Writing supplies and Bristol board for charts.</p>

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	activity / hobby and explain why it is special	<p>statements that express some ideas from the poem but only one that expresses the central idea. Give students strips of paper with these ideas printed on them (or write them on the board). Ask them to decide, as they listen, which of the statements expresses the central idea. After listening, elicit their answers and have them say why they made a particular selection. Then hand out copies of the poem and let students follow along while you play the recording of it again or read it. Ask the students to pay attention to the expression. Have the students practise the choral reading as a whole class activity, but divide them into smaller groups based on voice quality for the reading of specific sections or lines. If the school has percussion instruments you could experiment with some of these for parts of the reading.</p> <p>§ [Outcomes 10, 11] Give students the opportunity to share with the class books that they read independently during silent reading time in class or at home. This can be organized as a whole class activity during which some students are given a chance to tell their classmates about the book. Alternatively, have the children work in small groups for sharing. The listeners get a chance to ask the speaker questions about the book afterwards. Tie in this activity with reading instruction about narrative in which children learn about character, plot events etc. and begin to use these words to talk about the</p>	<p>§ Selected percussion instruments for rhythmic accompaniment to choral readings (optional).</p> <p>§ Supplementary books for independent reading during silent reading or shared reading sessions in class and at home.</p> <p>§ Recorder with headphones for individual listening tasks.</p>

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		<p>stories they read.</p> <p>§ Select a video version of one of the books students have read. Set some purposes for viewing based on children’s responses to the book or, e.g., to have them look for difference between the video and book versions. Follow viewing by having students talk about the film, starting with the particular purposes you set for them. Link with art and craft later by having them illustrate their favourite scene or draw their favourite character.</p>	
B – 2. Listening to get and speaking to give information	<ol style="list-style-type: none"> 13. listen to a set of instructions on how to do / make something and follow them 14. listen to a news forecast and give a brief summary of it 15. listen to follow the sequence of events in a report or story 16. give a short informative report on or speech about a topic of interest 17. give an account of an event, e.g. a field trip; a local celebration 18. give an oral report on a book that was read or a film that was viewed 19. give clear directions on how to get from one place to another 20. ask pertinent questions to get information 	<p>§ [Outcomes 13, 20] Link this activity with an Arts and Crafts lesson. Have a set of simple (A & C activities) that students must work on. Have students work in pairs with their backs to each other. Set up the materials for the task on the desk or table between the students. The student who will do the task faces the table; the other student sits on the opposite side with his / her back to the first student. Prepare a set of cards with a numbered list of clues that give bits of information on how to do the activity. Additional information on each set of instructions is given on the back of the card. The student with the cards reads out the clues to the other student who tries to follow the instructions to complete the task. The student giving the clues must incorporate them in complete sentences orally. The student doing the task is allowed to ask questions for clarification or for more information which the other student can supply from the points on the back of the card. Roles are exchanged</p>	<p>§ 3 x 5 cards for writing down clues.</p> <p>§ Materials for doing a set of tasks from Arts and Crafts.</p> <p>§ A radio or a tape recorder and pre-recorded tapes with weather forecast / news bulletin.</p> <p>§ Charts with relevant information related to the topic in the subject area [e.g. Arts & Crafts / Social Studies]</p> <p>§ Enlarged sections of street maps or a street map sketched on Bristol board as a stimulus for students to practise giving directions, using appropriate deictic (directional) terms.</p>

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		<p>but a new task and instructions are introduced.</p> <p>§ [Outcomes 14, 15] Bring in a tape with a pre-recorded weather forecast and /or a news bulletin. Use a ‘warm-up’ activity related to the topic. For example students could be asked to read a short account about the weather or about how the weather is monitored. Give guidance on the criteria for the summary; e.g. ask students to listen for three important points in the forecast (or news bulletin). Then play the tape (students can jot down notes as they listen). After listening students give a brief summary of the forecast (or news bulletin). [Link with work in Social Studies. Use the map key of the compass points to have students use the cardinal points to give directions.</p>	<p>§ A map and key with the cardinal points indicated.</p>
B – 3. Listening and speaking to understand concepts	<ol style="list-style-type: none"> 21. listen to determine word meanings from the contexts in which they occur 22. listen for the gist of a conversation, speech or other type of oral presentation 23. listen to an oral presentation to draw conclusions from it 24. listen to identify irrelevant inclusions in an oral presentation [e.g. unrelated jokes, digressions] 25. listen to supply the topic of a passage based on the 	<p>§ Select a short passage, poem or other type of text. Identify three or four key words in it and write them up on the board. Ask students to listen for these words in the passage to determine what they mean. As an additional aid, print two or three optional meanings for the key words on paper. Give each child a sheet with the meanings. Ask the children to select the correct meaning from the options for the key words as they listen. As a vocabulary building activity, have students write the key words in their Word Banks and write sample sentences to illustrate their meanings. Encourage productive use of new words learned in their oral presentations.</p> <p>§ Select different types of stimulus materials for</p>	<p>§ Charts with key words and word meanings.</p> <p>§ A good selection of material [short passages, short poems, songs, brief dialogues] for use as stimuli in listening activities.</p> <p>§ Pictures in series on large cards for use in giving short oral reports based on visual stimuli.</p> <p>§ Larger pictures for oral descriptions in which students</p>

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	<p>information given in it</p> <p>26. use appropriate questions to elicit information</p> <p>27. participate in discussions about the content of other subjects</p>	<p>listening activities. Use one that is related to the theme or project that the class is working on. First explain what the ‘gist’ is to the students. Then ask them to listen to the selection to get the gist of it. Give students an opportunity to share their answers with the rest of the class and to justify them.</p> <p>§ Select a short listening passage that is informative. First, activate the students’ background knowledge about the topic of the passage. Ask students to listen to the information given in the passage to come up with one conclusion they can make about what the writer has said. Use queries to help the students deduce valid points based on the passage. If necessary, have them listen a second time. Link with reading by giving them the passage afterwards and using queries to help them make inferences.</p> <p>§ Have students listen to a short speech and as they listen have them write down two questions that they would like to ask the speaker about the topic.</p> <p>§ Use a set of pictures in series [four or five frames] to get students to give short oral reports on the actions depicted in each.</p> <p>§ Print a set of deictic (directional) words and phrases on a large sheet of Bristol board or on the chalk/marker board. Examples:</p> <ul style="list-style-type: none"> - at the top - in the bottom right (hand) corner; - in the middle, - on the left of X etc. 	<p>use deictic words (i.e. words indicating direction) to orient the listener to what they see.</p> <p>§ Materials for creating charts: glue, Bristol board, cardboard, coloured pens and pencils, markers, paints etc.</p>

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		Tell the students that they will use these directions to describe what they see in the picture (as they are facing it). Give individuals opportunities to describe parts or the whole picture. Let others ask questions for clarification. Students must speak in complete sentences.	
B – 4. Listening and speaking to evaluate concepts	<p>28. listen to identify and talk about the claims made in simple advertisements</p> <p>29. listen to distinguish between a fact and an opinion (or belief)</p> <p>30. use school (book language) to discuss concepts and content in the language arts and in other subjects across the curriculum with greater effectiveness</p> <p>31. identify the main idea in a passage and distinguish between main idea and subordinate details</p> <p>32. select and use relevant details to support a central idea in an oral presentation</p>	<p>§ Select one or two advertisements [of different types – e.g. a jingle (for radio - auditory) and print from magazine – visual]. Use ads that are appropriate to the age level. In preparation, print the words of the advertisement on sheets of paper for later distribution. As a warm up activity ask the children to talk about what they know about advertisements. Ask them whether there are particular advertisements that they like, and to say why they like them. Guide students to talk about the purpose of advertisements. Review the idea of audience covered in Grade III. Tell students that they are going to listen to an advertisement for the radio. Set up a list of features on the board e.g.: <i>music, lyrics, message</i>, and work with the students to come up with a list of evaluative statements or questions that relate to these features. The statements or questions should focus on the qualities that the students would expect to find in a good advertisement. Ask the students to use a scale of 1 – 4 to evaluate the ad. Where 3 is very good, 2 is good, 1 is poor and 0 is bad. Tell the students that they are going to listen</p>	<p>§ Some good advertisements intended for different media, for example, the radio (jingles); magazines and newspapers, billboards etc.</p> <p>§ Suitable (short) articles or excerpts of articles from newspapers and magazines for use as stimuli for a range of tasks listed.</p> <p>§ Thematic units that incorporate two or more outcomes in the various domains and that are linked in an integrated way [see Teachers’ Guide for samples]</p> <p>§ A radio for listening to selected broadcasts.</p>

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		<p>selectively to evaluate the features of the advertisement, using the statements / questions as guides. Play the jingle the first time asking them to focus on a particular feature and to rate it on the scale provided. Allow the students to discuss the rating they gave and to justify it. Let them listen again for the other features in turn. Discuss after each airing. Let them listen a final time to make a final decision about their ratings. Link with writing by having students write down their comments about the advertisement in a paragraph. Use process activities for sharing and revision.</p> <p>§ As students engage in more oral work, encourage the use of Standard English in their oral presentations. Include the use of well-formed and grammatical sentences as a criterion in the evaluations of oral presentations done by the teacher, their classmates and themselves. The self evaluations can be done as they listen to a replay of their presentation on the tape recorder.</p>	
C. Vocabulary building for effective oral communication	<p>33. show mastery of the concepts learned in earlier grades in this domain</p> <p>34. listen to identify and talk about the stress patterns of words in rhymes and poems</p> <p>35. listen to identify key words</p>	<p>§ Continue to have students include new words learned in their Word Banks and to use them as a resource for preparing their oral presentations.</p> <p>§ Select a poem with a good metric pattern and rhyming scheme. First, read the poem aloud to the students or play a good recording of the</p>	<p>§ Good poems with rhythmic patterns.</p> <p>§ Charts for posting up key words and their meanings in sentence contexts.</p> <p>§ Informative charts to show</p>

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	<p>used in a speaker's contribution to a conversation</p> <p>36. listen to identify key words used in a presentation on a given topic</p> <p>37. use words for their literal and connotative meanings in formal presentations</p> <p>38. build vocabulary by using new words that they have learned</p> <p>39. assign stress to words accurately</p>	<p>poem. Read the poem in such a way that the students can hear the rhythm created by the pattern of strong and weak stresses. Ask them if they can detect a pattern and let them try to tap it out or say what it is. They may simply make a distinction between loud and soft as opposed to strong and weak. Write the words <i>strong</i> and <i>weak</i> on the board and explain that some words and syllables have strong stress (are said with more force) than others (with weak stress). Write the diacritic that represent strong (´) and weak (˘) next to each word. Have the students listen to one line of the poem again to determine if they can identify the words /(syllables) with strong stress and those with weak stress. Have them clap lightly to indicate the strong, stresses as they listen. Hand out sheets with the poem copied on it. Have students read the poem together, tapping to indicate the strong stresses. Use the poem as a basis for choral recitation, paying attention to the rhythm. Link with writing – use the poem as a stimulus for students to write a poem in which they pay attention to the rhythm. Have students read their poems aloud and allow others to give feedback. Allow time also for revision. Vary this activity by giving them an opportunity to do a rap poem.</p> <p>§ Select poems with varied patterns over the course of the year so that the students can learn two or three different patterns.</p>	<p>stress pattern (rhythm) learned in the poem. Add charts or modify existing chart to include additional patterns as they are introduced and learned. Include examples of poems on (separate) charts that exemplify the particular pattern.</p> <p>§ Card / Bristol board for students to write up their poems and examples of poems from their reading books.</p> <p>§ Art materials for illustration of poems and chart decoration.</p> <p>§ A small selection of percussion instruments that students can use for keeping time with the rhythm.</p>

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		<p>§ As a group exercise, have students find one or two poems from their reading books that use the pattern(s) they have learned.</p> <p>§ Introduce the reading of poems, choral recitation and discussion of poems as a regular part of instruction. A listening activity with a poem can be the stimulus for subsequent writing and reading.</p> <p>§ Select words that some students have difficulty pronouncing e.g. banana [in which they tend to place stress on the first syllable banana and not the second banana - which is the one that should be stressed. Another example jalopy - which should be jalopy. Pay attention to student's speech as they make their oral contributions and make a note of words that are not pronounced correctly. Use the choral recitation activities to model Standard pronunciation.</p> <p>§ See section on vocabulary building (Grade III) for suggested activity for literal and connotative meanings. See the <u>Teachers' Guide</u> for additional suggestions.</p>	
D. Voice skills – developing clear articulation – enunciation - pronunciation	<p>40. use acceptable intonation for different sentence patterns</p> <p>41. vary the rate of their speech according to the communicative event, situation and message</p> <p>42. project and modulate the voice,</p>	<p>§ Use oral reading with small groups and individuals to monitor students' pronunciation and fluency.</p> <p>§ Refer to the activities listed for under Section D in the Grade 3 syllabus. Note the homonym cloze exercise which can be modified to include new words encountered in choral</p>	<p>§ Tape recorder and a selection of tapes with choral recitations. The class / school can build a bank of best renditions by former classes over time as a resource.</p>

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	<p>volume and pitch depending on the setting, situation and context</p> <p>43. show greater control over pronunciation of longer words that they encounter in their reading or use in their oral presentations</p>	<p>recitation materials in Grade IV.</p> <p>§ Monitor students' delivery in their oral presentations. Use checklists of criteria to monitor the individual's voice projection, enunciation and pronunciation. Write the words on the board and go over what they mean with the students. Help them (as individuals and members of a group) in choral recitations to make appropriate adjustments to their delivery. Involve other students in the evaluation of an individual's recitation, using statements of criteria (checklists) as guides.</p> <p>§ Use individual conferencing sessions to review a student's performance and to help the child to work on difficult areas.</p> <p>§ Include planned and impromptu presentations as features of the oral language programme and use listening and speaking activities as an integral part of work in other subjects.</p>	<p>§ Blank tapes for recording students' individual and choral recitations.</p> <p>§ A good selection of reading material, in particular, poetry, short play scripts.</p>
E – Attitudes and Interest	<p>44. show mastery of all the learning outcomes listed under this domain for Grade III.</p> <p>45. show enthusiasm for and participate actively in the activities in the oral programme</p> <p>46. speak with confidence in different situations</p> <p>47. show courtesy and respect in</p>	<p>§ All the activities listed in the foregoing sections will be useful for fostering positive attitudes and developing students' interest in the oral programme. In summary:</p> <ul style="list-style-type: none"> - use interesting warm up activities before asking students to listen and respond to a selection - select interesting and varied materials as stimuli for the listening and speaking tasks - use aids wherever appropriate to help 	<p>§ All the resources listed in the foregoing sections and selected resources from the Grade III programme.</p> <p>§ <i>Teacher as a resource to:</i></p> <ul style="list-style-type: none"> - model good oral language - monitor students' mastery of the outcomes listed for Grade IV and to provide additional

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	<p>conversations and respond appropriately to the other speaker in a conversation</p> <p>48. invest time in listening, especially in those activities that are intended to develop their learning abilities</p>	<p>make the task clear to students</p> <ul style="list-style-type: none"> - always set purposes for listening and ensure that students understand what these are (do not ask students to listen for more than one thing at a time) - give feedback right away to the tasks completed by groups and individuals and involve the students in the evaluation process - use checklists to guide students to assess each other's presentations - link listening and speaking activities with work in other domains of the language arts. Use thematic, integrated units to pull the strands together [refer to the Teachers' Guide for sample units]. 	<ul style="list-style-type: none"> - help if needed - make good selections to stimulate student participation in the activities.

II. General Outcomes for Reading

By the end of Grade IV students should be able to show that they know and understand the concepts presented in the earlier grades and apply the learning outcomes from those grades. In addition, students should be able to:

1. read materials at Grade IV with fluency
2. select known strategies to solve word recognition problems
3. read more challenging books independently
4. identify the text types that they read and talk about the salient features of these types
5. distinguish between new and given information in a text
6. use a range of strategies to monitor their understanding of the texts that they read
7. use specific strategies before, during and after reading to construct meaning
8. use specific text features such as graphics, illustrations, table of contents, index, glossary, appendix to access additional information about and to get clarification about a text

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A. Understanding the organization of text	<ol style="list-style-type: none"> 1. apply the knowledge and skills learned in Grade III 2. recognize the difference between the types of organization used in : <ul style="list-style-type: none"> - poetry, prose, plays - narrative, informative and persuasive writing - fiction and non-fiction 	<p>§ Have students organize a reading log as they did in Grade III for the purpose of keeping a record of the materials they read independently in different categories. Have them use the headings Poetry, Prose, Skits. Under Prose let them use the sub- headings Fiction and Non-fiction. Under fiction they could create another subdivision with the following heading as an example: stories, fables, fairy tales, science fiction, adventure. Encourage the students to make entries in the log on a daily basis. Check the log during individual conferences to check on the range and quality of the child's reading. Let the student write down a short account of the material read in one section of the log. This can also be used during discussion in individual conferences.</p> <p>§ Select an expository paragraph from a textbook in one of the other subjects. Select one of the poems that you used for a listening activity. Have a very large copy of each on a chart for discussion or use and overhead projector to show copies of each. Ask the children to look at the shape of the poem and the shape of the paragraph and to note the obvious differences between them. Then have them read a verse and review concepts like rhyme and rhythm (which you would have covered in an earlier lesson and have them talk about the rhymes and rhythmic pattern. You can let them clap the rhythm and recite. Let them read a few lines</p>	<p>§ An overhead projector for showing copies of passages, poems that are intended for whole class discussion.</p> <p>§ Transparencies for the projector. If an opaque projector is available this will eliminate the need for transparencies.</p> <p>§ A selection of poems, expository material from text books in other subjects, stories and one or two short plays for children.</p> <p>§ Bristol board and large card board squares for pinning up examples of the different types of text examined. Also for writing down the features observed in the lesson.</p> <p>§ Loose leaf note paper, pencils, coloured pencils, markers, glue etc.</p>

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		<p>of the prose to and ask them if they notice any differences. Draw two columns on the chalkboard and use the headings poetry and prose in each one respectively. Write down the answers that the children give. Discuss, provide further clarification and add points to indicate the basic differences. Follow up with one or two more lessons in which you look at some of the other examples listed [fairy tale – e.g. the typical beginning Once upon a time, the usual character types etc] Going through examples of text types will provide the opportunity for reading and discussing a range of different materials and their organization. Link with writing by having students write their own story or paragraph or skit. Some of the writing activities, e.g. the skit can be organized for groups. Link with drama by having groups rope-play their skits afterwards. Display samples of students’ work.</p>	
B. Word recognition, decoding and developing fluency in reading	<p>3. read Grade III texts very fluently and read texts at Grade IV level with increasing fluency</p> <p>4. use the strategies they learned in the earlier grades to decode new and unfamiliar words and apply new strategies learned for the same purpose</p> <p>5. read orally with fluency, confidence, expression and understanding</p>	<p>§ Go through each student’s reading log, assessment from Grade III and the last reading record taken to have an idea of the student’s reading level and general ability. Identify those students who are weak readers and do a running record to determine whether the child has made any progress over the holidays. Outline a programme to help the weak readers improve. See the <u>Teachers’ Guide</u> for some suggestions.</p> <p>§ Review some strategies for decoding with</p>	<p>§ Note books for reading logs – Use Grade III books if they are not finished.</p> <p>§ Large cards or Bristol board sheets cut up into 6 parts for writing letters combinations and words.</p> <p>§ A dictionary for reference.</p> <p>§ Lists of high frequency words</p>

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	<p>6. use phonological awareness, knowledge of grammar and context to recognize new and unfamiliar words</p> <p>7. do silent independent reading every day during the time set aside for this purpose and give an oral (or written) account of what they have read</p> <p>8. use the pronunciation (phonetic) gloss in a dictionary to check the pronunciation of difficult words</p> <p>9. read more challenging texts independently</p>	<p>students. For example, go over segmentation and blending strategies [segmenting a word into its component phonemes and merging phonemes to form a word]. Use different word patterns for practice CVC [Consonant – Vowel – Consonant]; CCVC; CVCC; CCVCC etc.</p> <p>§ Teach children to apply strategies they have learned. Ask them to talk about what they need to do when they have trouble with a word. Go over the strategies for this; write them on the board –</p> <ul style="list-style-type: none"> - e.g. sounding out a word - checking the word to see if it is like another known word - use knowledge of grammar to figure out what the word could be - try to figure out the word from the context – leave out the word, read on to see what might make sense then go back - look for familiar patterns of letter groups - look for a smaller known word in a longer word <p>§ Write down difficult letter combinations on large white cards. Have individual letter cut outs and use these to go over the sounds with the students. Then help them to blend by merging the sounds as you bring the letters together in place on the white card. Find</p>	<p>§ Cards with mnemonics to help students remember longer words.</p> <p>§ Reading record forms to take running records of students oral reading during conference time</p> <p>§ List of new words encountered in the readings for the week.</p> <p>§ A wider selection of reading materials, graded from easy to challenging [at the grade level].</p> <p>§ Magnetic board and magnetic letters if available for shifting letters around – good for use in segmentation and blending activities.</p> <p>§</p>

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		<p>words that use the particular combination, include them in phrases and sentences which you ask the children to read quickly for practice.</p> <p>§ Link activities with spelling lessons. Have students learn to spell high frequency words and use them in their writing.</p> <p>§ Link with oral work as well. Select stimulus materials that make use of words and clusters that students find difficult.</p>	
C. Understanding texts: - constructing meaning critical reading and thinking - personal response to texts			
C – 1. Making (constructing) meaning, critical reading and thinking	10. use background / prior knowledge about the topic or subject matter of a reading selection to help with the meaning of a text 11. distinguish between new and given information in a text and make relevant connections between this information 12. make meaningful connections between bits of information that are widely separated in a text 13. use strategies to monitor their understanding of the texts that they read 14. use strategies before, during	§ Before reading engage students in discussions about the topic of a reading selection to get them to predict what might happen in the text. Through the use of queries help students to use their own background knowledge and experience to construct the meaning of a text. § Use queries during reading and help students to query elements presented in a text to help them make important connections among the events and construct meaning. § Review strategies that the students have learned and introduce new strategies that they can use before, during and after reading to help them understand what they read. For example, let them: - slow down their rate of reading at difficult parts - re-read sentences and sections of the text	§ Charts to show some of the strategies that you are teaching. E.g. use the charts (developed in Grade III) to review QARs. § A good selection of supplementary reading material for the class reading centre: stories, pictorials including some comics, children’s magazines and a range of graded fiction and non-fiction books. § Writing materials, pens, pencils, crayons, writing and drawing paper

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	<p>and after reading to construct the meaning of a text</p> <p>15. use features of a text to access additional information and get clarification about a text</p> <p>16. evaluate and make judgments on the basis of implicit information encoded in a text</p> <p>17. show increasing understanding of the ways in which writers use language to try to influence their readers to a particular point of view</p> <p>18. refer to relevant sections of a text to verify / confirm their answers to questions asked about it</p> <p>19. identify the intended audience in a text and in the writing of their classmates</p>	<p>to make appropriate connections and to make meaningful substitutions, synonyms and antonyms in particular contexts to figure out meanings</p> <ul style="list-style-type: none"> - ask themselves questions about the text as they read - use pictures and other visual clues as an aid to understanding the meaning of what they read - use their knowledge of print conventions, e.g. paragraph units, punctuation, information given in parenthesis, restatements - use sentence connectives, cohesive and transitional markers to determine the relations between sentences and paragraphs and ideas presented in a text - use specific text features such as graphics, diagrams, charts, illustrations, the table of contents, the glossary, index, endnotes and appendix to get clarification about sections of the text - use definitions, restatements, synonyms to figure out word meanings in context. <p>§ Model some of the strategies for students, for example the use of queries as they read. Use ‘think alouds’ so that they can see the thinking process that you use as you try to figure out the meaning of a particular part of the text and try to make inferences about it.</p> <p>§ Link reading with writing activities. For example, have students write down their reaction / response to a particular event in a</p>	<p>§ Large sheets of paper for charts, story maps etc.</p> <p>§ A tape recorder, headphones and tapes of selected reading material for use by students to listen as they read along in some individual sessions</p> <p>§ All the resources listed under Section C- 1 for Grade III.</p>

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		<p>story or to a character or to something specific that a character has done. Their writing can be used as a launching pad for further discussion or it can follow class discussion.</p> <p>§ Let students write sentence summaries of informative paragraphs to help them distill the main point of it. Discuss their summaries and use them to extend their understanding of what they read.</p> <p>§ Continue to encourage them to use Question and Answer Relationships to get at explicit and implicit meaning in a text. [Refer to the activities suggested under Section C-1, page 35 ff for Grade III]</p> <p>§ Use graphics like a story grammar to help students map out the structure of a story. Have students work in small groups or individually to find the information in the book they are reading to complete a blank story grammar [i.e. fill out the information about the setting – where the story takes place, the plot – the main events in the story leading up to and after the climax; identifying the climax - characters etc.]. See the Teachers’ Guide for an example]</p> <p>§ Review strategies learned in Grade III [See Section C – 1 p. 35 ff above]</p> <p>§ Have students write down some questions they would like to ask the author of a text if they had the opportunity. Discuss these questions with the student in a whole class activity or in conference.</p> <p>§ Have reading conferences with individual</p>	

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		<p>students in which you monitor their reading and understanding, take running records (see Teachers' Guide) of their reading give them feedback and check their readiness to move on to more challenging reading materials.</p> <p>§ Let students use the strategies that they have learned as they read materials from subjects across the curriculum. Help them to see the connectedness of the learning experiences.</p> <p>§ Link with several writing activities. Have students write short book reports about the books that they have read. Encourage silent independent reading every day and also set up shared reading sessions.</p>	
C – 2. Responding to Literature	<p>20. infer the traits and motives of characters in stories, plays</p> <p>21. read and interpret descriptions in a text to determine the atmosphere or mood created by a writer</p> <p>22. express a personal response to a book that they have read</p> <p>23. express a personal response about the actions of one or more characters and speculate about their own likely behaviours in similar situations</p> <p>24. reflect on their own experiences and knowledge about self to enrich their understanding of characters in a text</p>	<p>§ Review with students the terms used for referring to narratives: plot, character, setting etc.</p> <p>§ Read the descriptive sections that create the setting of the story. Help students to see how the choice of words (that appeal to the senses) help to create the atmosphere for a story. Set up small group activities in which students work with one or two paragraph from a book that give information about the setting, and find the words and phrases that appeal to the senses. Have them draw columns on a page using each of the senses as a heading for the columns. Have them talk about the type of place that is described and its atmosphere. [This can be done for key sections of a text where the setting becomes important to the events and character actions]. Link with</p>	<p>§ Large sheets of Bristol board for creating the graphic organizers that will be used as aids.</p> <p>§ A wide selection of reading materials: stories from the school library and other sources e.g. the resource centers in the Ministries (if applicable); poetry from different books suitable to the age group; short plays; autobiographies and biographies suitable to the age level.</p> <p>§ Multiple copies of books so that small groups can read the</p>

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	<p>25. use their knowledge and experience to formulate questions about a text</p> <p>26. compare and contrast texts they have read or characters and themes in stories that they have read</p>	<p>activities in writing – students can write descriptions for the setting for their own stories. Link with vocabulary development to extend students’ vocabulary.</p> <p>§ Set up shared reading sessions with small groups in which the students in the group talk about the same book they have read. Use the time to work with the group as they read sections of the book and give support as they discuss it. Allow individuals to share the reports they have written about the book and let other members of the group give feedback. Use these sessions to help students deepen their understanding of the material that they read.</p> <p>§ Use some of the graphic organizers to help students organize information about a text as preparatory work for discussing it or writing about it. The actual completion of the organizer can also be the main point of the discussion of a small group. For example, students can use the Venn diagram to compare two books that they have read or to compare two characters in a book or two main characters in two different books with similar themes.</p> <p>§ Have students work in small groups. Let them take a section of a story and write it out as a short script. Let them act out the scene.</p>	<p>same book.</p> <p>§ Word lists with words and their connotations that appeal to the senses.</p> <p>§ Some tape recorded stories for students who need some help to listen as they read along.</p> <p>§ A tape recorder with headphones for individual work.</p> <p>§ Access to a VCR and monitor for viewing of stories.</p> <p>§ Large sheets of card for pasting up lists, graphic organizers, children’s stories, poems and illustrations.</p> <p>§ A drama corner or access to a school center with costumes for use in scripted play presentations.</p> <p>§ Materials for drawing, painting and writing.</p> <p>§ A dictionary and a Thesaurus.</p> <p>§ Selected resources listed for</p>

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		<p>§ Before reading a book have students read the title, and the blurb at the back to make some predictions about its content.</p> <p>§ Get students to continue to use different ways of responding to the literature that they read. For example:</p> <ul style="list-style-type: none"> - representing scenes, characters, events in pictures, drawings, paintings - writing one or more scenes in dramatic form and acting out - map out the structure of the story using a story grammar or other suitable graphic organizer - making a time line of the events in a particular story - represent the main events of a story in a series of pictures - writing different types of responses to the text – e.g. selecting imaginative topics as the subject for writing - <i>If I were the character in that situation I would...</i> <p>§ Link the reading of literature with writing in different ways, for example have students write a blurb for / book report on the book they have just read. Have them imagine what might happen in a sequel to a particular story and write it.</p>	<p>Grades II and III.</p> <p>§ <i>Teacher as a resource to:</i></p> <ul style="list-style-type: none"> - create activities that help students develop an appreciation for literature - guide students in their selection of reading materials - model useful reading strategies for students

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		<p>§ Bring in a range of different literary materials for the children to read. E.g. poetry, stories, autobiographies (suitable for the age group), short plays. Link their reading of these texts with other activities in other domains such as drama – one of the plays can be acted out and used as entertainment for parents on open day – create class collections of poems and stories with the students’ illustrations (Link with Art and Craft); different types of writing, e.g. letter writing where a student imagines himself or herself to be a particular character who writes to another character about a particular event in the story.</p> <p>§ Select one or two good videotaped versions of stories that the students have read, for viewing. As an after viewing activity let them work in small groups to compare the book with the video presentation – e.g. what was omitted or added to the video and how it affected the story told in the book.</p> <p>§ Use opportunities to get students to see the connectedness between the domains and the relationship between the language arts and other subjects across the curriculum.</p>	
D. Vocabulary Building and Spelling	27. achieve ownership of new words that they learn at the Grade IV level by applying the vocabulary building strategies that they learned in the earlier	§ Continue to have students use their Word Banks for listing new words that they encounter in their reading, for writing down the meanings of these words, for writing sentences that exemplify the appropriate use	<p>§ A good dictionary.</p> <p>§ Large sheets of paper or Bristol board for writing up suffixes and lists of words.</p>

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	<p>grades</p> <p>28. use contextual clues such as definitions, explanations provided in parenthesis, restatements, synonyms, antonyms to determine the meaning of unknown words that they encounter in their reading</p> <p>29. use a dictionary and thesaurus to clarify the meanings of new and unusual words that they are unable to figure out through inspection of contextual clues</p> <p>30. use their learning in subjects across the curriculum to develop specialized vocabularies and to use these productively in school work</p> <p>31. recognize and spell the following suffixes and words in which they occur: -al, -ic, -ary, -ive, -ible, -able, -tion; -sion, -hood, -ment, -ness. -ship; -ance, -ence etc.</p> <p>32. add parts to words to create compounds</p> <p>33. identify and classify words that have common roots</p> <p>34. link with grammar lessons showing how suffixes can</p>	<p>of these words and to use the Word Banks as a resource in their own reading and writing. Let students make entries of new words that they encounter in other subjects also.</p> <p>§ Review the word <i>suffix</i> with the students and ascertain that they understand it and can recognize a suffix when they see it. During a whole class reading activity have students look for words with selected suffixes [select two or three of a related type in a given session]. Use large sheets of Bristol board or flip chart paper for listing the words that they find during their reading over a period of time. Divide the sheets into columns and write a suffix in each column at the top of the page. Let the students add the words in the appropriate column. Children can also create their personal lists in their Word Banks.</p> <p>§ Use a session during which the children can do dictionary work and look for five or six examples of words that use the suffixes under consideration at a given time.</p> <p>§ Select some of the words from the lists that the class has collected. Have the students play the <i>Affixing the right suffix game</i>. Write down the root words for the words but leave out the suffixes. The object is to get the students to use the right suffixes for the word and then make up one or two sentences in which they use the word correctly. Let them work in</p>	<p>§ Cards with suffixes that students use to build words in whole class activities.</p> <p>§ Separate cards with root words and suffixes for use in the game.</p> <p>§ Large sheets of flip chart paper or Bristol board for writing up lists (the former might be more economical for the purposes suggested in this section).</p> <p>§ The resources listed under Section D for Grade III.</p>

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	<p>change word class</p> <p>35. spell words that have common letter strings but different pronunciation</p>	<p>small groups and let each group make a bid for three suffixes after they have inspected your list on the board. Students work with these suffixes to complete as many of the words as they can and to make up sentences. Allow a fixed time for the game. Groups get one point for every proper word [i.e. for every root to which a suffix has been applied correctly] and one point for every sentence that is well-formed and in which the word has been used correctly. Groups with the most correct words and sentences are winners. During the game remove the lists from the display section of the classroom. A good set to include in a game would be those that cause a lot of confusion in spelling such as –ible, –able and –tion, –sion. You could also include others in other games.</p> <p>§ Select letter combinations that are the same but have different pronunciations, e.g. –ough [as in the words tough , cough, trough, plough]; ou [as in hour, four, could, mourn etc.] Use a dictionary to find other strings [e.g. au, ow, ai etc. for use in other sessions]. Have students find words that have the letter string combinations that you are focusing on in the lesson. Go over the pronunciation of the words and help them to identify the pronunciations that follow the same patterns and those that do not. Link with spelling.</p>	
E. Reading and writing connections	36. respond to the materials that they read in various ways	<p>§ Organise activities that help students to see the connection between reading and writing.</p> <p>§ For example, after a student has read a poem</p>	<p>§ Reading logs for recording the books that they have read</p> <p>§ A good selection of reading</p>

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		<p>and it had been discussed, they can write a poem of their own or they can write about their response / reaction to the poem that they read. They could write a letter to a family member or friend telling them about a book that they read and suggesting some reasons as to why the friend might like to read the book. They can pretend to be one of the characters in the book and write about a particular event in the book [extending the action in a way that the author might not have done]</p> <p>§ See also the activities listed under the corresponding section for Grade III. Adapt and use as needed.</p> <p>§ Have students write blurbs for the books that they read.</p>	<p>materials.</p> <p>§ Writing materials.</p> <p>§ All the resources listed in the foregoing sections.</p>
F. Attitudes and Interest	<p>37. share their book reports with their classmates, teacher and other chosen audiences</p> <p>38. show enthusiasm for searching out reading materials for different purposes</p> <p>39. use a range of resources to seek out information that they need and use books as a major resource of information</p> <p>40. talk about their favourite books</p> <p>41. engage in uninterrupted sustained silent reading every day</p>	<p>§ Have children make good, judicious use of the dictionary as a reference.</p> <p>§ Provide opportunities for sharing. Let students take turns in small groups to talk about what they have read with others.</p> <p>§ Have the students write an account about a book that they have read and make an oral presentation to the class. Other students should be prepared to ask questions.</p> <p>§ Use known strategies to develop their fluency in reading.</p>	<p>§ The idea of the author's chair is relevant in the reading programme as in the writing programme. Let individual students have a go at presenting to the entire class about a book that has been read.</p> <p>§ <i>Teacher as a major resource to:</i></p> <ul style="list-style-type: none"> - help students develop speed and fluency in reading - gain confidence as readers - set new targets for reading

III. General Outcomes for Writing

By the end of Grade IV students should be able to apply with success all the learning outcomes learned in the earlier grades and, in addition, they should be able to:

1. show greater control in writing different types of text
2. write for a wide range of purposes introduced and practiced in Grades 1 through IV
3. express themselves with increasing clarity, fluency and correctness in the use of language
4. show increased mastery over the conventions and mechanics (technical aspects) of writing
5. show increased mastery over the grammar of Standard English and use a greater variety of sentence patterns in their writing
6. make good use of process strategies in planning, writing, revising, proofreading and editing their compositions
7. identify differences between Standard and non-standard varieties of English
8. participate with confidence in conferences with teacher and sharing sessions with classmates
9. show positive attitudes to writing

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III. Writing			
<p>B. Writing for different purposes</p> <p>A – 1. Writing for self / for personal pleasure and enjoyment</p>	<ol style="list-style-type: none"> 1. show mastery over the writing concepts learned in earlier grades 2. use various forms of writing for personal purposes: <ul style="list-style-type: none"> - diary entries - journal entries as resources for writing - friendly (and more formal) letters - lists, notes and short messages 3. use personal resources for writing, e.g. observations, reading, conversations / talking to others, reflection 	<p>§ Review the use of the journal as a resource for writing. Have students visit a particular place or tie in with one of the planned field trips. Let them take their notebooks (journals) with them. Before going on the trip explain to the students that they may later have to write about this trip and they should make notes based on their observations, on their conversations with people and from what they might read about the place. Ask them to jot down notes in their journals to record their various observations. Before setting a writing assignment you can discuss individual’s journal entries and talk with students about the ways in which the student plans to develop the composition. Give guidance and support. Encourage students to use the journal regularly to write down their observations and ideas that they could use for writing later on. Link with trips planned for other subject areas. Tell students they can use their journals for taking notes related to other subjects and use them to write expository [informative and explanatory compositions]</p> <p>§ Have students use reflection as a stimulus for writing. For instance, ask them to think about a day when things went wrong or a day when they learned an important lesson, or let them select an event in their lives that they can reflect on and want to write about. Stress the importance of quiet time in the classroom as everyone tries to think about the events. Tell students they can make notes in their journals</p>	<p>§ Note books for use as writing journals.</p> <p>§ Charts for showing different letter formats.</p> <p>§ Planned field trips organized for language arts and other subjects.</p> <p>§ Brochures on places of interest.</p> <p>§ Review charts showing the structure of an expository paragraph. Charts [Paragraph person / cluster / tree diagram] showing relationship of subordinate details to main idea.</p> <p>§ Large sheets of paper and card for charts.</p> <p>§ Writing and drawing materials.</p> <p>§ Chart showing simple outlines and organizing clusters.</p>

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		<p>or they can jot down ideas on a sheet of paper. Let them start organizing their notes by using one of the writing strategies for shaping a composition [e.g. use of clusters, short sentence outline, listing points, free writing]. Have students use process approaches to work on their compositions during allotted class time and for homework. Allow for sharing, feedback by teacher or classmates, revision and editing. Link with lesson on point of view in story, helping students to use the first person (“I”) to tell their stories. Link with grammar lesson on personal pronouns.</p> <p>§ Use project work and other planned events by the class to give students the opportunity to learn the format for and to write more formal letters of invitation and thank you. For example, to invite a visitor to give a talk to the class; then to thank the visitor. To ask for support for a class sponsored project or event etc.</p>	
<p>A – 2 Writing for others –</p> <p>A – 2.1. writing for chosen audiences and for communication with others</p>	<p>4. decide on an audience for their writing</p> <p>5. use different text types based on their purposes for writing</p> <p>6. write different types of letters: invitation, thank you, apology, sympathy</p> <p>7. write clear instructions and directions</p> <p>8. write clear messages and notes intended for others</p>	<p>§ Review letter formats from Grade III.</p> <p>§ Structure creative writing activities around reading. For example, use a poetry reading as a stimulus for students to have a go at writing a poem.</p> <p>§ Extend the types of writing students are asked to do, e.g. tie their writing tasks to reading. Let them write stories, set up skit / play writing as a group activity.</p> <p>§ Link with oral work [See Sections under Listening and Speaking, pages 73 – 84]</p> <p>§ Use maps as stimuli to get students to write clear directions. First review the use of</p>	<p>§ Selections of creative writing, poems, short stories etc.</p> <p>§ Real audiences for letters through planned project work developed in thematic units.</p> <p>§ Enlarged sections of local or other maps; drawings of maps; for use as stimuli in writing directions.</p>

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		<p>deictic (directional) words and phrases [e.g. on the right, north of X; on the left of, opposite Y, adjacent to, etc.] and ascertain that students understand them. Go through some sample situations using the maps with the class as a whole group. Link with oral activity in which students work in pairs and work out directions using simple indications; e.g. Mr. Jones wants to take his pig to the slaughter house on the waterfront. He lives at Valley Farm on Rickety Street on the outskirts of the village. Give Mr. Jones directions to get to the slaughter-house by the shortest route possible. [The instructions can be varied]. Get students to write down directions. They exchange papers with partners for feedback before revision and editing.</p> <p>§ Adapt activities from Grade III as needed and see Teachers' Guide for examples of additional activities.</p> <p>§ Link with Arts and Crafts / Cookery (Home Economics) activities to provide authentic situations for students to learn formats for giving instructions.</p>	
A – 2.2. Writing for school purposes	<p>9. show mastery of the outcomes listed for Grade III</p> <p>10. develop a paragraph from a topic sentence</p> <p>11. use main idea and supporting details effectively in the organization of a paragraph</p> <p>12. use first and third person point</p>	<p>§ Revise outcomes from Grade III as needed and continue to help students develop skill areas in their writing.</p> <p>§ Link with reading and use sample informative and explanatory texts for critical reading and discussion to help students become aware of the features of these different types of writing. Use graphic organizer to help students organize their ideas before writing. Provide the opportunity for feedback before they</p>	<p>§ Material from other subjects, e.g. recipes from Cookery, How to explanatory texts from Arts and Crafts, Experiments from Science as illustrative texts for explanatory and informative writing.</p> <p>§ Pictures in series with actions clearly indicated in each frame</p>

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	<p>of view to tell a story</p> <p>13. use dialogue in a story</p> <p>14. write a report of a simple experiment</p> <p>15. write descriptions of objects, a favourite place, a favourite character</p> <p>16. write paragraphs that give explain a process and give information about selected topics</p>	<p>prepare a final copy of their composition.</p> <p>§ Get some large frames of pictures in series for use as stimuli to get students to write reports. First have students talk about what is taking place in the pictures. Help them to focus on the sequence of the actions. Allow individuals to write a paragraph in which they report on the events that are depicted in the pictures.</p> <p>§ Use opportunities of events in school which the children attend as stimuli for report writing. Link with lesson on fact and opinion / belief. Again provide opportunities for conferencing, feedback from classmates and revision and editing by students.</p> <p>§ Use experiments from a Science lesson to teach students how to write a process paragraph. Get them to focus on the steps in which the experiment is done and let them</p> <p>§ Review concepts on selecting words that appeal to the senses in describing objects, places etc. Use good examples from children’s portfolio from Grade III if they are available and if there are good examples that can be used as teaching points. Link as vocabulary building activity. Write down a list of synonyms for selected words. Have students check their meanings. Have them select the one that conveys more precisely the action or quality of expression. [Example list: laugh – chuckle, snigger, guffaw, etc.]</p>	<p>for use as stimuli for simple reports.</p> <p>§ Examples of experiments from the Science class to help students write paragraphs that describe a process.</p> <p>§ Cardboard or Bristol board for pasting up lists with examples etc. Ticky tack to paste up, glue, markers etc.</p> <p>§</p>
B. Using process strategies for shaping their writing	17. use process strategies learned in earlier grades to plan, write, revise and edit their compositions	§ As a whole class activity use brainstorming as a strategy to get students to generate ideas for writing. As they come up with ideas write them on the board. Have students work on	<p>§ All the resources listed for this section for Grade III.</p> <p>§ Checklists of questions for</p>

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	<p>18. use a variety of resources for ideas for writing compositions</p> <p>19. use a simple sentence outline to plan a composition</p> <p>20. change the original plan based on how the composition shapes up during writing</p> <p>21. select an appropriate title for original compositions</p> <p>22. revise their writing to improve sentences of more varied structure [link with grammar – sentence combining]</p> <p>23. use a checklist as a guide to revise, proofread and edit their own writing</p> <p>24. write a comment to provide feedback to a classmate on his/her writing</p>	<p>their own to generate further ideas and extend the ones written on the board. Let them use one of the strategies for organization that you have taught. Allow them enough time to get their ideas down and the composition so well on its way that it can be completed without difficulty later. Allow some sessions in which students write out the entire composition. Then let them work on the revision and editing later on.</p> <p>§ Provide opportunities for sharing. Have students work in pairs or small groups for reading each other’s work and for giving helpful comments. Use checklists that indicate key features that they should look for in rereading and revising their own work and in reading the work of others for the purpose of making comments. Checklists could be made available in a folder in the classroom or students can write up their lists in their journals or note books.</p> <p>§ Organise conference sessions with individual students to check their work and to give helpful support.</p> <p>§ Introduce the ‘author’s chair’ to give individual students a chance to share their work with the whole class after they have revised it.</p> <p>§ Link with grammar. Teach students how to combine sentences to create varied sentence patterns [complex, compound] in their compositions. Make up a list of connectives and subordinators that students can use for combining. Incorporate some grammar work</p>	<p>students to review their own work for correctness before submitting it.</p> <p>§ Charts illustrating various graphic organizers for shaping their writing into a composition.</p> <p>§ Access to a computer (in class or the school lab) and software for giving additional practice and guided support with writing.</p> <p>§ Materials for illustrating completed work. Paints, coloured pencils, etc.</p>

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		<p>into the writing process so that it is related directly to the students' needs.</p> <p>§ Give the students an opportunity to “publish” the best work of the class. Let students use their portfolios to select one or two compositions that they would like to have in the collection. [Link with Art and Craft to compile the booklet(s)]. Display for parents or other visitors to the classroom / school.</p>	
C. Using appropriate writing conventions	<p>25. show mastery of the writing conventions learned in earlier grades</p> <p>26. write legibly and show more consistent control of handwriting</p> <p>27. punctuate sentences using the following marks orrectly, the full stop, use of a capital letter after a full stop, question mark and exclamation mark; capital letter for a proper noun, comma</p> <p>28. use of inverted commas to show use of dialogue in stories</p> <p>29. write legibly and with control in shaping handwriting.</p> <p>30. use the apostrophe as a possessive marker</p> <p>31. show greater control of the paragraph as a way of organizing text</p>	<p>§ Review the use of the punctuation marks in the context of revision of written work. Adapt, as needed, activities and games used in earlier grades.</p> <p>§ Guide students during conferences to assist directly with individual weaknesses. Group students with the same error types in their writing and teach mini lessons to cover the essential points of usage.</p> <p>§ Give students a list that they can use to check their own work until they achieve ownership of the concepts.</p> <p>§ Allow students who make a particular error review a particular concept for the purpose of explaining it to a classmate.</p>	<p>§ Support material in the form of charts for review and checking of concepts.</p> <p>§ Small group games to reinforce use of concepts.</p> <p>§ Material for paired and small group work for peer teaching. Make charts available for students' use as they make their explanations.</p> <p>§ Incorporate instruction in projects that involve collaborative group work and provide opportunities for weaker students to benefit from interaction with students who are more and less able.</p>

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D. Vocabulary use and Spelling	<p>32. show mastery of all the outcomes learned in earlier grades</p> <p>33. use and spell correctly u suffixes and words in which they occur</p> <p>34. select words carefully to convey the intended meaning in their writing</p> <p>35. choose prepositions, conjunctions[sentence connectives, linking words] for their exactness in showing the relationships between clauses in sentences. Link with activities in grammar</p> <p>36. spell words that have common strings of letters but are pronounced differently</p> <p>37. apply the principle of using suffixes to form new words to a larger number of root words</p> <p>38. make up more compound words than in Grade 3 and use them productively in speaking and writing</p> <p>39. use the strategies learned for spelling in earlier grades to spell new words</p>	<p>§ Link activities with vocabulary building in Section D under Reading. Have students develop lists of words that use different suffixes [e.g. -dom, -some, -ance, -ence]. Have small groups do a dictionary search to find examples of words that use these suffixes. Use large cards with a root word on each and have a selection of suffixes in a box. Turn the large cards face down on the desk / table and have students pull a card each. Students then select a suffix from the box that can be used with the word. Students who form words correctly write a sentence to illustrate its use.</p> <p>§ As a vocabulary building exercise have students work with synonyms – groups that go together and with connotations. Link with revisions sessions in which they work on word choice in their sentences. Create charts with word families.</p> <p>§ Have small groups make up crossword puzzles with clues. Groups exchange puzzles and try to work them out. Let individuals have a go at making up puzzles also and let them exchange with a partner to solve the puzzle.</p> <p>§ Create a list of words with the same string of letters but with different pronunciation. Link with activities under Vocabulary building in the Section on Reading.</p> <p>§ Review the spelling strategies taught in Grade</p>	

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		<p>III. Select several words that students already know and have them extend their knowledge of these words to new words you present. Select words with similar patterns or that use the same rules.</p> <p>§ Use a cloze exercise to get students to spell high-frequency words correctly. Select a passage from the thematic unit that the class is working on. Blank out groups of letters from the text. Ask students to spell the word by correctly filling in the missing letters. This activity can be used with small groups, individuals or the whole class. You can adapt it to game form to create interest for the students. You can also use it as an individual quiz.</p>	
E. Grammar	<p>40. use personal pronouns correctly</p> <p>41. select the right preposition for the context</p> <p>42. use appropriate transitions between one paragraph and another</p> <p>43. distinguish between possessive its and the contraction it's</p> <p>44. to use irregular verbs in the past tense correctly [go, sleep, can, come]</p>	<p>§ Review the suffix – ed ending for regular verbs. Put a list of regular verbs on the board and include examples of irregular verbs. Ask students to form the past tense to the verbs that take –ed by adding the suffix. Discuss answers that are incorrect. Ask students to form the past of the irregular verbs and write down correct answers. Make a short list of the irregular verbs. Ask students for examples of other verbs that are irregular [are not formed by adding – ed]. Have students give the past tense forms of the irregular verbs. Have them inspect the endings of the examples of irregular verbs to determine whether they can detect a pattern. Write down some of the present and past forms [e.g. take – took; blow – blew; sleep – slept; etc.</p>	

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		ask students to find other examples that fit patterns like those. Have a prepared sheet with pre-printed sentence frames that use adverbials to provide a focus for present and past.. Have the students use the sentence frames to write in the correct past form of the irregular verbs. [Example: Last year I saw many fish swimming in this pond; now all I see is weeds.] Select a set of different types of irregular verbs and create the frames [e.g. wear – wore; ring – rang; wind – wound; write – wrote; etc.] Students can complete the worksheet as a structured exercise. As a follow up activity ask them to go through one of the reading texts to find additional examples of irregular verbs. Have them draw two columns in their Word Banks and put in the present tense in one and the past forms in another. Have students write sentences to show present and past usage.	
F. Attitudes and Interest	45. show positive attitudes to writing 46. persevere to complete writing tasks set 47. show a willingness to participate in conference sessions with the teacher to discuss their writing 48. show willingness to participate in sharing sessions with classmates	§ All the suggestions listed above.	§ Selected resources listed for Grade III and in the for foregoing sections for Grade IV

Assessment – Grades III and IV

In Grade III it is important to evaluate students' ownership of the concepts explored in the curriculum through different forms of assessment. The various forms of record keeping about the student that were used throughout the year, as well as the student's evaluation of his / her progress in all domains should therefore be considered in conjunction with the more formal assessments that are given in the form of quizzes, term tests and end of year promotional examinations. Indeed, the isolated test and the promotional examination should not be the only forms of assessment used to determine a student's readiness and capability to move on to a higher, more challenging level. The curriculum promotes a holistic and integrated approach and the forms of assessment used must be consistent with that approach. The principles of *time*, *choice*, *response*, *structure* and *community* which provided a framework for the integration of the curriculum can be explored in meaningful ways for the evaluation and assessment of student performance. Using these as underlying principles for assessment will ensure that:

1. the assessment procedures that are implemented are consistent with the curriculum
2. the methods that are used to assess are closely related to the day to day learning experiences of the students
3. student performance on a wider range of key outcomes from all the domains will be sampled, thereby allowing for a more comprehensive evaluation of a student's ability .

The principles are realized in the following concrete ways:

Time

- Learning experiences throughout the year
- Collection of anecdotal records by teacher
- Evaluation of specific activities in all domains by classmates
- Self-evaluation by the student
- Work samples in student portfolios